



# Castlecroft Primary School

## R.S.E (Relationships and Sex Education) Policy

**Head Teacher:** Mr. A Dyll

**Co-ordinator:** Mrs S.Birbeck-Simpson

**Policy Adopted/updated:** DRAFT FEBRUARY 2024

**Policy to be reviewed** tbc

# **CASTLECROFT PRIMARY SCHOOL**

## **Background Information**

Castlecroft Primary School is an above average size one form entry Primary School with a Nursery class. It provides education for 256 pupils; including Nursery, and 6 places for pupils with visual impairment (VI) who are fully integrated into the 7 classes. (These children are supported within classes by qualified VI teaching assistants who in conjunction with the class teacher adapt activities and resources for the children in their care advised by the qualified teacher of VI teacher (QTVI), Mr. P.Dimmock.)

The area served by the school is one of mixed private and rented local authority housing. Pupils are however also drawn from beyond the immediate vicinity. About 9% of pupils come from a minority ethnic background and have English as an additional language. 17.9% of our children are on the Special Needs Register. The proportion of Pupil Premium pupils is currently 31% (including EYFS pupil premium).

## **Policy Statement/Development**

At Castlecroft Primary school we have always valued good PSHE education and therefore welcome the statutory requirements to deliver Relationships Education and Health Education (RHE) within the school curriculum in Primary schools.

Additional non-statutory Sex Education via PSHE is currently not a statutory requirement in primary schools (outside of content taught within the National Curriculum for Science), although we have taught this at Castlecroft for many years and continue to do so in Year Six.

As part of the implementation of the statutory requirements around Relationships Education, all schools must have in place a written policy for Relationships Education and Sex Education if this is also delivered.

Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve as well as preparing children for life in Modern Britain.

At Castlecroft, we also teach additional, age appropriate non-statutory sex education in the interests of our children growing up in the modern world. As a school we have a history of successfully teaching these additional sex education lessons as part of our Year Six curriculum, as currently recommended by the DfE.

Relationships Education, Relationships & Sex Education and Health Education (RSHE) are part of our wider PSHE (Personal, Social, Health and Economic) education programme and so it is important to also read our PSHE policy and overview of lessons to fully understand our approach to this important subject. An overview of our PSHE programme is included as an appendix at the end of this policy.

To ensure best practice, the PSHE and RSE curriculum at Castlecroft has been developed using the PSHE Association programme of study, as well as any relevant statutory guidance.

This policy sets out our own school approach to Relationships Education and non-statutory Sex Education. It has been updated by the PSHE/RSE leader in consultation with a PSHE advisor, Governors, Parents/Carers, the School Leadership Team and School Staff.

The development of the policy is in line with the statutory guidance released by the Department of Education (2019), which sets out statutory content for Relationships Education for primary schools from September 2020. The statutory guidance document can be viewed here [‘Relationships Education, Relationships and Sex Education \(RSE\) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers](#)

This policy aims to provide guidance and information on all aspects of Relationships and Sex Education (RSE) in the school for staff, parents/carers, and governors.

As part of the initial implementation requirements of statutory Relationships Education from September 2020, this policy was updated by the PSHE/RSE leader in consultation with Governors, Parents/Carers, the School Leadership Team and other School Staff in 2021.

### **Statutory Regulations**

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and

- prepares pupils at the school for the opportunities, responsibilities, and experiences of later life.

Other documents that inform this policy include:

- Education and Inspections Act (2006)
- Equality Act (2010)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)
- Keeping children safe in education (2023)

Current regulations and statutory guidance from the Department for Education state that Relationships Education and Health Education must be taught in all primary schools from September 2020. **This guidance has been reviewed to ensure that our school policy and approach is in-line with both statutory requirements and established best practice.**

### **Links to other policies**

This policy should not be viewed in isolation; it links to many other wider school policies, that link to related topics and the promotion of pupil health and wellbeing including

- PSHE policy
- RE policy
- Safeguarding and Child protection policy
- Online Safety policy
- Anti-Bullying policy
- Equality policy
- Behaviour policy
- Science policy
- Confidentiality policy

### **Definition of Relationships Education and Sex Education**

Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Sex Education is defined as teaching children about the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived. For the purposes of this policy,

we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements within statutory Health Education.

Broadly, Relationships & Sex Education (RSE) is lifelong learning about personal, physical, social, moral, and emotional development. In our school it is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love, and care, for family life.

It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

Good RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity, rather a focus on positive and healthy relationships.

Please note, for the purposes of this policy we also define Relationships Education as any theme that is required content by the DfE within that section of the statutory document. As with all elements of the statutory requirements, this will be delivered as part of our PSHE education programme of study. For reference, these Relationships Education themes are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

In line with statutory guidance, for the purpose of this policy we also define any non-statutory sex education content delivered as part of our PSHE education programme (currently delivered in Year 6).

These elements offer parents a “right of withdrawal” for their children if necessary. Please see the parents’ right to withdraw section later for further information.

Statutory sex education content is part of National Curriculum for Science. Please note that there is no parental right of withdrawal from the Science curriculum.

Please note that statutory Health Education, also taught as part of our PSHE programme of study, contains complementary elements of learning around topics such as body changes, puberty, menstrual wellbeing etc. These themes will be covered in an age-appropriate way within our PSHE programme alongside other related themes and are also covered in line with the National Curriculum as part of

the Science curriculum. There is no parental right of withdrawal from Health Education.

At Castlecroft, we believe that our pupils need to be educated in RSE themes as part of a broad and balanced curriculum which develops the whole child. By teaching all of these elements via our PSHE programme, we ensure that our pupils receive age-appropriate information in line with statutory requirements and also the aims, ethos, and values of our school

### **Aims**

At Castlecroft Primary School, we strive to do the best for our school community. We pride ourselves on our warm, welcoming ethos where everyone feels valued. 'Enjoy and achieve' is at the heart of our aims for our children; from their first days in our nursery to the day they leave us for secondary education, we aim to ensure that their primary years are enjoyable, stimulating, successful and safe and are a firm foundation to their lifelong learning. We have the highest expectations of ourselves, and our children and we constantly hold ourselves to account supported by our governing body who is a strong critical friend. We feel that our RSE and wider PSHE curriculum particularly helps us to achieve these core aims of the school:

- To develop young people who are confident, independent learners with high self-esteem and high aspirations; who have experienced success and enjoyment at school.
- To provide the opportunities, responsibilities and experiences to allow children to feel part of wider society and to prepare them to make positive contributions as citizens of Modern Britain.
- To develop the knowledge, skills, strategies and resilience to enable our children to stay happy, active, healthy and safe.

In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to keeping children safe.

We aim to develop in our pupils an understanding of the physical, biological, emotional, social, spiritual, legal, and moral aspects of relationships.

Broadly, the aims of Relationships Education (and Sex Education) at our school are to:

- Help pupils develop feelings of self-respect, confidence, and empathy
- Develop emotional literacy - and the emotional vocabulary necessary to be able to express their feelings - in our children

- Understand that family relationships are important and the characteristics of a healthy family life
- Recognise the importance of friendships and the characteristics of healthy friendships
- Teach that we all have a shared responsibility to stop bullying, the strategies for coping with bullying and how to ask for help
- Know the importance of respecting others regardless of differences
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils understand how to recognise if relationships make them feel unsafe or uncomfortable
- Know how to report concerns or abuse, including emotional, physical, verbal and sexual abuse, when they feel unsafe
- Ensure pupils are safe in the online world, including internet and social media platforms, keeping personal information private and safe
- Learn to respect and care for themselves and their bodies
- Develop the skills they need to develop a healthy lifestyle
- Develop the skills they need to make informed choices, to develop skills (language, decision making, choice, assertiveness) and to make the most of their abilities.

### **Curriculum content/Delivery of RSE**

As part of our PSHE education programme, Relationships Education is taught gradually across Key Stages 1 and 2, so that learning can be built upon in a way that is appropriate to the age and maturity of each child and enables them to successfully manage the challenges they face as they grow up.

Additional non-statutory sex education is taught in year 6 and consists of:

- An age-appropriate understanding of sexual intercourse

- Conception
- Birth of a baby

Year 6 parents are given the opportunity to review these resources before the lessons are delivered so that they may better understand the content of the lesson and the learning that will have taken place before this lesson, ask any questions and be reassured of the purpose of the lesson.

Biological aspects of sex education (such as reproduction, growth) are taught within the science curriculum, and other related aspects are included in religious education (RE) and Health Education (as part of PSHE).

Our RSE curriculum content is embedded within our PSHE curriculum and will fully deliver the Relationships strand of the statutory curriculum requirements. Lessons will be delivered by teachers through PSHE lessons, which are timetabled weekly in themed units across schools.

Pupils in Key Stage 2 also receive Health Education sessions supported by the school nurse service (where possible):

Year 4- Boy and girls puberty changes

Girls only –menstruation

Year 5- Menstruation and the female reproductive system

The male reproductive system

Where possible, the school nurse also supports the teaching of non-statutory sex education lessons in Year 6.

Teaching staff are responsible for delivering timetabled PSHE lessons, although on occasion appropriate and suitably experienced visitors from outside school are invited to contribute to the delivery of RSE content in school, such as School Nurses. Any visitors who come into school to assist with the delivery of PSHE and RSE will be bound by the policies of the school. Relevant policies, including this one, will be shared with any visitor prior to coming into school so they are prepared accordingly.

Staff are sensitive to the needs of individual pupils. For certain aspects of the statutory RSE programme, where it is regarded as beneficial, or more appropriate to learning and asking questions children may be divided into single gender classes for some lessons. We are committed to positive RSE and understand the need for



both boys and girls to learn about all human development and the changes that occur.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Discussion and group work
- Emotional intelligence – the ability to express their feelings and to understand the feelings of others and take these into account
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising an active, healthy lifestyle
- Managing conflict

These skills are taught within the context of school life, family life and the wider community. For further information on our RSE curriculum please see the PSHE topic overview in appendix A.

Children are taught and expected to use the correct anatomical terminology when referring to private body parts in school, as part of our schools approach to safeguarding and the requirement within the statutory Relationships Education strand 'Being Safe'. They are encouraged to discuss the subject in a factual manner appropriate to their age and the content at appropriate points in the PSHE curriculum.

A range of interactive and engaging teaching methods which involve children and young people's full participation are used to teach RSE. These include whole class discussions and debates, drama-based learning, collaborative learning, role play and independent work.

A range of high quality resources are used to support our PSHE & RSE provision and will be regularly reviewed so that we provide a framework in which children and young people can develop their knowledge, skills, attitudes and understanding about RSE topics and themes.

## **Roles and responsibilities**

### **Governing board:**

The governing board will approve the RSE policy and hold the head teacher to account for its implementation.

### **Head teacher:**

The head teacher is responsible for ensuring that the RSE is up to date, that RSE is taught consistently across the school in line with this policy, and for managing requests to withdraw pupils from non-statutory components of RSE.

### **Staff:**

Staff are responsible for:

- Ensuring that they are up to date with school policy and curriculum requirements regarding RSE
- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE
- Engaging in professional development training around RSE/PSHE provision as required
- Ensuring that their personal beliefs and attitudes will not prevent them from providing balanced RSE in line with this school policy

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher and PSHE coordinator. Staff can be supported to deliver RSE via training and by other members of staff if needed.

### **The PSHE lead-Mrs Birbeck-Simpson:**

- Oversee the day-to-day operation of the school's RSE provision
- Contribute to delivering or organisation of training where necessary
- Liaise with outside agencies e.g. school nurse service, visitors etc.
- Ensure that appropriate and relevant resources are available for the teaching of RSE
- Develop, review, and monitor the teaching of RSE and the school policy as requested by the Head teacher

- Report to governors/SLT on the subject as required
- Provide communication to parents to inform them of what will be taught
- Arrange specialist support for SEND pupils where necessary through Outreach or the Nurse team

### **Pupils:**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Older children are also asked not to discuss their lessons with any younger children.

### **Creating a safe learning environment**

RSE can be a sensitive topic for many pupils and teachers. To get the most out of RSE sessions it is important that a safe learning environment is created. This is achieved in various ways at Castlecroft such as endeavoring to provide a male and female member of staff to be available to the children when RSE is taught in single gender groups. In RSE lessons an 'ask it basket' (anonymous question baskets) is school policy for all questions. This will help pupils to discuss any sensitive issues and help teachers manage these accordingly.

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. During PSHE/RSE lessons and discussions staff will establish clear ground rules with pupils to ensure that children feel safe, listened to, and supported. As part of this, staff will always re-visit the school's confidentiality rules (see confidentiality policy).

### **Managing questions**

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer (guided by this policy and the PSHE curriculum overview).

Teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class
- clarify that personal questions should not be asked
- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff.

Teaching staff will endeavour to answer questions as openly as possible. All questions will be answered via the 'ask it basket' system and where questions are raised which are beyond our curriculum children will be encouraged to speak to their parents. The school believes that individual teachers must use their professional judgement, skill and discretion in this area (guided by this document and the school curriculum) and refer to the Designated Safeguarding Lead and PSHE subject lead if they are concerned.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to further support their child.

### **Confidentiality & Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue during PSHE/RSE sessions or to other staff after sessions. This will be followed up and dealt with in line with our school safeguarding policy.

Whilst teachers conduct RSE lessons in a sensitive manner and in confidence, children are informed that teachers cannot guarantee absolute confidentiality if they or someone else may be at risk of harm.

### **Pupils with Additional Needs**

As with all other Curriculum areas, we seek to ensure equality of access for our children with special needs, to the same educational opportunities as those available to the rest of the population. SEND children have an entitlement to a broad, balanced curriculum, which is relevant to their needs, and which is delivered using reasonable adjustments where appropriate to help them access quality teaching and learning. Our SEND children-including our visually impaired (VI) children- will have activities and resources adapted by SEND support staff, VI support staff and teachers.

In order to provide quality first teaching, it may be necessary to enhance the curriculum and resources available to pupils with special educational needs. Where necessary the PSHE lead will contact Outreach and the Nurse team (or the Wolverhampton SEND Nurse) for specialist advice and support with adapting teaching (especially for pupils on an EHCP plan, or with Complex SEND).

Since much of PSHE demands teaching involving group and whole class discussion, care must be taken to promote equality of opportunity-that discussion is not for the few by the few. The establishing of class 'Guidelines for discussion' at the outset

is of great benefit in this but the' teacher must always try to be aware of the different levels of participation in discussion work and actively promote maximum participation. However as a school we respect every pupil's right to pass in a discussion that they may feel uncomfortable joining in with.

### **Equality and Inclusion**

Teachers will ensure that content and activities are appropriate to the level of understanding and maturity of the children in their class and will make appropriate adjustments to ensure that the content is accessible.

The school is committed to the provision of RE, RSE and PSHE Education to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN support staff.

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions so that they are prepared for life in modern Britain. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school.

However RSE is taught, it is not about the promotion of sexual orientation or sexual activity, rather an understanding and acceptance of the diverse relationships that exist in our school community and beyond.

### **Parents' right to withdraw**

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

We feel that RSE is an important part of a child's development and believe that all of the content within our school's PSHE/RSE & Health Education curriculum is of the utmost importance and relevance to all pupils, including any additional non-statutory elements.

**We fully support the fact that parents have the legal right to request that their child be withdrawn from some or all non-statutory sex**

**education lessons.**

**As per the DfE guidance document, there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory Sex Education which forms part of the National Curriculum for Science. This includes lessons on puberty and menstruation.** These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

**Parents who wish to withdraw their children from non-statutory sex education sessions, as designated within our PSHE plan, should make a request via the head teacher or deputy head teacher in the first instance. (These are the current lessons in Year 6 on sexual intercourse, conception, and birth of a baby).** A member of SLT will discuss the request with parents to explore any concerns and discuss any impact that withdrawal may have on the child and will share lesson resources to reassure them about how Sex Education is taught.

If parents still wish to withdraw their child from these designated Sex Education lessons, then this request will be recorded, and suitable alternative arrangements will be made for pupils during relevant lessons in another class. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science or statutory Health Education.

We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children. We always welcome dialogue with parents about the content of our RSE programme and how we can best support them to engage with their children on these topics.

Parents are encouraged to contact the school should they have any question or queries regarding the school's RSE provision. On occasion, the school may also hold PSHE information sessions for parents to attend, to allow them to better understand the topics and themes covered and how we go about delivering these in an age-appropriate way across school.

## **Training**

Staff are trained in the delivery of RSE as part of our continuing professional development calendar.

The PSHE subject lead may also invite reputable visitors from outside the school, such as school nurses or PSHE/RSE professionals, to provide support and training to staff teaching RSE to ensure effective practise.

## **Monitoring arrangements**

Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSE curriculum to evaluate its effectiveness.

The co-ordination of the teaching of RSE is the responsibility of the PSHE subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE/RSE:
- Evaluates the strengths and weaknesses in the subject, and indicates
- areas for further improvement.
- Uses specially allocated, regular management time to review evidence of the children's work and to observe PSHE lessons across the school.

The quality of teaching and learning in PSHE is monitored and evaluated by the subject coordinator as part of the school's agreed cycle of lesson observations. Please also see the 'monitoring and review' section in our school PSHE policy.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

## **Dissemination**

The policy will be distributed to all teaching and non-teaching members of staff.

Copies of the policy document are available to all parents via the school's website.

A hard copy of this policy can also be obtained free of charge via the school office if required.

## **Review**

The RSE policy will be reviewed regularly by the PSHE coordinator, Head teacher and Governors of the school.




This policy will be formally reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and is in line with current DfE statutory guidance and best practise. As part of any review, we will endeavour to engage with representatives from across the school community as appropriate to make sure that our policy and practice is inclusive and reflective.

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# Appendix




## Castlecroft Primary School PSHE (& RSE) Curriculum overview

EYFS	<b>AUTUMN TERM</b> 	<b>SPRING TERM</b> 	<b>SUMMER TERM</b> 
<b>Nursery</b>	<p>To come into nursery happy</p> <p>To become familiar with their key worker.</p> <p>To ask for help or support when needed.</p> <p>To play alongside other children. To join in small group activities with adult support.</p> <p>To be involved in their play.</p> <p>To become confident exploring the setting.</p> <p>To have an understanding that there are boundaries in our setting.</p> <p>To follow simple rules within our setting.</p> <p>To try fruit at snack time.</p> <p>To use nursery toilets comfortably.</p> <p>To understand the routine of going to the toilet.</p> <p>To talk about basic emotions (happy, sad, angry, worried) and relate it their own personal experience.</p> <p>To be able to work with an adult one to one or in a small group for up to ten minutes.</p> <p>To share books about feelings</p>	<p>To begin to interact with other children during play.</p> <p>To willingly come to their key worker for support or praise. To join in small group activities independently.</p> <p>To be confident exploring new activities with adult support.</p> <p>To have a basic understanding of a healthy and unhealthy snack.</p> <p>To go to the toilet and wash hands independently.</p> <p>To understand that if they are angry they are not allowed to hurt others.</p> <p>To stop and listen to an adult during play.</p> <p>To begin to listen and engage during carpet time.</p> <p>To choose the toys they want to play with independently.</p>	<p>To be more comfortable interacting with an unfamiliar person (adult or child).</p> <p>To seek adult support when resolving conflict.</p> <p>To begin to understand the concept of turn taking.</p> <p>To have preferred children to play with.</p> <p>To be willing to have a go at new activities independently.</p> <p>To be aware of class rules.</p> <p>To begin to adapt their behaviour depending on where they are in school.</p> <p>To try a wider range of fruit and vegetables.</p> <p>To play with purpose.</p> <p>To be able to sit and listen on the carpet for up to ten minutes.</p> <p>To follow simple instructions.</p> <p>To choose and access the toys they want to play with independently.</p>
<b>Reception</b>	<p><b>I AM UNIQUE</b>-Learning to see themselves as an individual and that it is okay to like different things</p> <p><b>MY INTERESTS</b>-To explore what makes them an individual</p> <p>To form positive relationships with all members of their class including adults and peers.</p> <p>Within play, to begin to share and turn take with support.</p> <p>To be motivated to explore new activities.</p> <p>To begin to manage their own feelings (for example, finding an adult when they are upset).</p> <p>To begin to talk about their likes and dislikes within a small group.</p> <p>To be mostly clean and dry in school.</p> <p>To ask to go to the <b>toilet</b>.</p>	<p><b>SIMILARITIES AND DIFFERENCES</b>-To introduce Diversity through exploring similarities and differences with others</p> <p><b>SPECIAL PEOPLE</b>-To explore the idea of people who are special to us</p> <p>Attempts to resolve conflict by talking to others. To be respectful by showing appropriate behaviour.</p> <p>To understand the importance of sharing and the impact it has on others feelings.</p> <p>To persevere when challenges arise.</p> <p>To enjoy praise.</p> <p>To be aware that their own actions can impact others feelings.</p> <p>To begin to recognise their own skills and qualities.</p> <p>To have a knowledge of different types of food and talk about them.</p> <p>To be able to go to the toilet independently and wash and dry hands correctly.</p>	<p><b>My FAMILY</b>-To learn that all families are valuable and special</p> <p><b>SHARING</b>-To look at why it is important to share and begin to look at what it is to be a friend</p> <p>To resolve minor conflicts independently.</p> <p>To independently use sharing strategies (for example, sand timers).</p> <p>To confidently self-select.</p> <p>To talk about what they have done and how they overcame any problems.</p> <p>To talk confidently about our school rules and why we need them.</p> <p>To comfort others when they are upset.</p> <p>They reflect on their experiences and explain the purpose of their play.</p> <p>To follow two part instructions.</p> <p>To confidently talk about what they are good and what is special to them.</p> <p>To talk about how to be healthy (sleep, water, exercise, food).</p> <p>To make healthy choices.</p>

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KS1	AUTUMN TERM 	SPRING TERM 	SUMMER TERM 
YEAR 1	<p><b>LIVING IN THE WIDER WORLD</b> What rules are and why we need different rules for different situations <a href="#">School, classroom and playground rules and responsibilities</a></p> <p><b>RELATIONSHIPS</b> <b>Families and Friendships:</b> Roles of different people; What are families?; What are friendships?, feeling cared for</p> <p><b>Safe relationships:</b> Recognising privacy; staying safe; seeking permission, Recognising other people's emotions,</p> <p><b>Respecting ourselves and others:</b> How behaviour affects others; being polite and respectful, Friendships and how they can make us feel, difficulties with friendships and strategies to help, Healthy friendships</p> <p><a href="#">Using cutlery and good table manners</a></p>	<p><b>LIVING IN THE WIDER WORLD</b> <b>Belonging to a Community:</b> caring for others' needs; looking after the environment</p> <p><a href="#">Recycling, reusing and reducing waste</a></p> <p><b>Media literacy and digital resilience:</b> Using the internet and digital devices; Communicating online</p> <p><b>Money and work:</b> Strengths and interests; jobs in the community</p> <p><a href="#">What jobs do we know? What jobs do our parents do? What unusual jobs are there? What does it mean to be out of work?</a></p> <p><a href="#">Charity –study this year's chosen charity</a></p>	<p><b>HEALTH AND WELLBEING</b> <b>Physical health and Mental wellbeing:</b> Keeping healthy; food and exercise, hygiene routines including hand hygiene and how to wash hands carefully; sun safety, Relaxation and the importance of sleep. <a href="#">A Focus on the importance of water</a></p> <p><b>Drug safety-safety with substances-</b> What is safe to put into our bodies and what isn't.</p> <p><b>Growing and Changing:</b> Recognising what makes them unique and special; feelings; managing when things go wrong <a href="#">The difference between boys and girls (Not private body parts)</a> Gender stereotypes <a href="#">How to keep clean</a> <a href="#">How our bodies have changed as we have grown up</a> <a href="#">Safe and unsafe touch-appropriate contact</a></p> <p><b>Keeping safe:</b> How rules and age restrictions help us; Keeping safe online, Safety in the home <a href="#">Making a 999 call</a></p>
YEAR 2	<p><b>LIVING IN THE WIDER WORLD</b> <a href="#">The responsibilities of being part of a group</a> <a href="#">How the school rules help us to learn and be safe</a> <a href="#">I have a responsibility for my own behaviour and learning</a> Manners and courtesy</p> <p><b>RELATIONSHIPS</b> <b>Families and Friendships:</b> Families offer stability and love, families are all different and all special, other people's feelings, unhappy friendships and strategies to manage this, change and loss</p>	<p><b>LIVING IN THE WIDER WORLD</b> <b>Belonging to a Community:</b> Being the same and different in the community</p> <p><b>Media literacy and digital resilience:</b> The internet in everyday life; online content and information</p> <p><b>Online safety</b></p> <p><b>Money and work:</b> What money is; needs and wants; looking after money</p> <p>Stereotypes and jobs</p> <p><a href="#">Charity-study this year's charity</a></p>	<p><b>HEALTH AND WELLBEING</b> <b>Physical health and Mental wellbeing:</b> Why sleep is important; healthy diet, medicines and keeping healthy; keeping teeth healthy, Being active, Relaxation-breathing exercises, setting targets and developing a growth mindset, managing "big" or "difficult to manage" emotions, feelings and asking for help</p> <p><b>Drug safety-safety with substances-</b> Medicines</p> <p><b>Growing and Changing:</b> <a href="#">Growing older, Differences-boys and girls, Naming body parts, Secrets and surprises</a> <a href="#">Safe and unsafe touch-my private parts are private, Respecting personal boundaries</a></p> <p><b>Keeping safe:</b> Safety in different environments; risk and safety at home; emergencies, The internet and staying safe online, <a href="#">Road safety</a></p>

LKS2	AUTUMN TERM		SPRING TERM		SUMMER TERM	
<p><b>YEAR 3</b></p>	<p><b>LIVING IN THE WIDER WORLD</b>                      Take part in making and changing school rules                      How behaviour affects my learning and others  <b>Belonging to a Community:</b> The value of rules and laws; rights, freedoms and responsibilities</p> <p><b>RELATIONSHIPS</b>  <b>Families and Friendships:</b> What makes a family; features of family life, When things go wrong in families, conflict in friendships, The difference between falling out and bullying, effective communication  <b>Safe relationships:</b> Personal boundaries; safely responding to others; the impact of hurtful behaviour, Learning who to trust,  <b>Respecting ourselves and others:</b> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite, Respecting diversity and differences in others, Gender and age stereotypes, Making choices and the influence of others</p>		<p><b>LIVING IN THE WIDER WORLD</b>  <b>Media literacy and digital resilience:</b> How the internet is used; assessing information online, The importance of being respectful and kind online, Cyber bullying and fake emails,</p> <p><b>Money and work:</b> Different jobs and skills; job stereotypes; Setting personal goals</p> <p><b>First aid Asthma attack and bleeding-First aid bites and stings</b>  <b>First aid for children lessons through the British Red Cross</b></p>		<p><b>HEALTH AND WELLBEING</b>  <b>Physical health and Mental wellbeing:</b> Health choices and habits; what affects feelings; expressing feelings, Relaxation and stretches, diet and dental health revision,  <b>Growing and changing:</b> Wonderful me- understanding different aspects of my identity, Personal strengths and achievements; resilience and setbacks, Communicating my feelings,</p> <p><b>Keeping safe:</b> Risks and hazards; safety in the local environment and unfamiliar places, safety when out and about, road safety revision, <b>Water safety</b></p> <p><b>Substance safety-Drug education-The dangers and consequences of smoking - tobacco</b>  <b>The importance of good hygiene as we grow up</b>  <b>Safe and unsafe touch</b>  <b>Gender stereotypes</b></p>	
<p><b>YEAR 4</b></p>	<p><b>LIVING IN THE WIDER WORLD</b>                      Understand the right to education and my role in this                      Understand how rules and laws are made in a democracy                      School rules</p> <p><b>RELATIONSHIPS</b>  <b>Families and Friendships:</b> Positive and healthy friendships, including online, change and loss, families in the wider world,  <b>Safe relationships:</b> Responding to hurtful behaviour; managing confidentiality; Recognising risks online,  <b>Respecting ourselves and others:</b> Respecting differences and similarities; discussing difference sensitively, how my behaviour affects others, Stereotypes- gender and disability</p>		<p><b>LIVING IN THE WIDER WORLD</b>  <b>Belonging to a Community:</b> What makes a community; shared responsibilities  <b>Media literacy and digital resilience:</b> How data is shared and used, age restrictions and why it is important to follow them, Share aware-the benefits and risks of sharing online, Using search engines and how not all information online is useful or trustworthy,</p> <p><b>Money and work:</b> Making decisions about money; using and keeping money safe  <b>First aid Broken bones and burns-First aid for children lessons through the British Red Cross</b>                      First aid-asthma</p>		<p><b>HEALTH AND WELLBEING</b>  <b>Physical health and Mental wellbeing:</b> Maintaining a balanced lifestyle; oral hygiene and dental care, Relaxation and visualisation, celebrating mistakes, my happiness, celebrating my strengths and understanding self esteem, Understanding a wide range of emotions and how to manage them, what do we mean by mental health,  <b>Growing and changing:</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty  <b>Keeping safe:</b> Medicines and household products; drugs common to everyday life  <b>Fire safety</b>  <b>Change is part of growing up, What is puberty, hygiene in puberty, body changes during puberty (Not the reproduction system)</b>  <b>Menstruation (Girls only lesson)</b>  <b>Safe and unsafe touch</b>  <b>Privacy and secrecy</b>  <b>Substance safety-Drug education</b>                      The dangers and consequences of Alcohol</p>	

UKS2	AUTUMN TERM 	SPRING TERM 	SUMMER TERM 
<b>YEAR 5</b>	<p><b>LIVING IN THE WIDER WORLD</b>  <a href="#">School rules</a>  <a href="#">The 5 R's of learning</a>  <a href="#">To set my own learning targets</a></p> <hr/> <p><b>RELATIONSHIPS</b>  <b>Families and Friendships:</b> Managing friendships and peer influence, managing friendship conflict, Understanding what marriage is,  <b>Safe relationships:</b> Physical contact and feeling safe, bullying and how to manage it  <b>Respecting ourselves and others:</b> Responding respectfully to a wide range of people; recognising prejudice and discrimination, To begin to understand what self respect is and why it is important, stereotypes-gender, race and religion,</p>	<p><b>LIVING IN THE WIDER WORLD</b>  <b>Belonging to a Community:</b> Protecting the environment; compassion towards others  <b>Media literacy and digital resilience:</b> How information online is targeted; different media types, their role and impact  <b>Online safety and online friendships</b>  <b>Money and work:</b> Identifying job interests and aspirations; what influences career choices; workplace stereotypes  <b>First aid Choking and Head Injury-First aid for children lessons through the British Red Cross</b>  Revise bleeding First aid</p>	<p><b>HEALTH AND WELLBEING</b>  <b>Physical health and Mental wellbeing:</b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies, Relaxation-yoga, sleep, embracing failure and mistakes, target setting, managing my emotions and the importance of regulation,  <b>Growing and changing:</b> Personal identity; recognising individuality and different qualities; mental wellbeing  <b>Keeping safe:</b> Keeping safe in different situations, including responding in emergencies, first aid: Sun safety, Rail safety  <b>Revision of what puberty is, hygiene in puberty, social and emotional changes during puberty, revision of body changes and menstruation, support networks</b>  <b>Substance safety-Drug education</b>  <b>Alcohol, drugs and tobacco</b></p>
<b>YEAR 6</b>	<p><b>LIVING IN THE WIDER WORLD</b>  <a href="#">School rules</a>  <a href="#">The 5 R's of learning</a>  <a href="#">To set my own learning targets</a></p> <hr/> <p><b>RELATIONSHIPS</b>  <b>Families and Friendships:</b> Attraction to others; romantic relationships; civil partnership and marriage, what do we mean by respect and respectful relationships, change and loss  <b>Safe relationships:</b> Recognising and managing pressure; consent in different situations  <b>Respecting ourselves and others:</b> Expressing opinions and respecting other points of view, including discussing topical issues  Stereotypes-Attitudes and safely challenging stereotypes</p>	<p><b>LIVING IN THE WIDER WORLD</b>  <b>Belonging to a Community:</b> Valuing diversity; challenging discrimination and stereotypes  <b>Media literacy and digital resilience:</b> Evaluating media sources; sharing things online, how to be a critical digital consumer, Social media  <b>Money and work:</b> Influences and attitudes to money; money and financial risks, long term goals  <b>First aid unresponsive and breathing, unresponsive and not breathing-First aid lessons for children through the British Red Cross</b>  First aid-choking</p>	<p><b>HEALTH AND WELLBEING</b>  <b>Physical health and Mental wellbeing:</b> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online, long term goals and dreams, what is mindfulness?, taking responsibility for my own health, resilience, immunisation, good and bad habits,  <b>Growing and changing:</b> Human reproduction; increasing independence; managing transition  <b>Keeping safe:</b> Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media  <b>Revise puberty changes - physical, social and emotional.</b>  <b>*Sexual intercourse, *Conception, *Birth of a baby</b>  <b>The dangers and consequences of drug misuse</b></p>

Statutory or PSHE association **Additional School priorities RSE** **Additional non statutory RSE lessons**