

Bitterne C of E Primary School



Policy for Relationships and Sex Education (RSE)

Headteacher
Andy Peterson

At Bitterne CE Primary school we want our pupils to feel valued both by the staff and by their peers. We also want our children to be able to identify and form healthy, happy relationships with others. We aim to teach our pupils to value the diversity within our world, and to value what different positive relationships can bring to their wellbeing. In order for them achieve this we have a curriculum in place that revisits the different types of relationships that are formed in society and how to recognise when these are healthy and unhealthy. We also ensure that within the children's learning they identify what they can do and where we can go to for support if needed. Our learning on relationships is also strongly reinforced within the RE curriculum and reinforces our school Christian values of love, trust and forgiveness.

We also believe it is essential that the children understand the changes that occur as they grow up, both in terms of those changes that are physical and within their relationships. Dealing with their change of emotions and the way they are changing physically, as they get older, can be difficult to understand and possibly even scary, if they are not taught that all these changes are normal and happen to everyone. If our children are to move through the school accepting and valuing themselves, it is important that they are taught to understand and embrace the changes that they will experience as part of the journey in growing up.

Reviewed by	Leadership Team and Full Governing Board	Authorised by	Leadership Team
Last Review	April 2017	Date	September 2020
Next Review	September 2023	Review Cycle	3 yearly unless there are changes to the guidance

Signed by Chairs of Governors

Amanda Humby_____

This policy was developed in consultation with members of staff, pupils, parents and governors. It was developed in accordance with:

DFE – relationships education, relationships and sex education (RSE) and health Education
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

DFE – relationships education, relationships and sex education (RSE) and health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Southampton Sacre – Advice document for schools and community groups
<https://search3.openobjects.com/mediamanager/southampton/directory/files/sacre-advice-for-schools-and-community-groups.pdf>

Church of England Vision for Education: Deeply Christian, serving the common good
<https://d3hgrlq6yacptf.cloudfront.net/5f2144e1c592d/content/pages/documents/1594051766.pdf>

Valuing all God's Children
https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

Pastoral Principles for Living Well Together
<https://www.churchofengland.org/sites/default/files/2019-02/PAG-PP-website.pdf>

The Church of England's Education Office Publication, RSHE Principles and Charter
https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter_0.pdf

SRE in the 21st Century
<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-21st-century-supplementary-advice#:~:text=Three%20of%20the%20country's%20leading,of%20the%20topic%20in%20schools.>

Other documents that inform the school's RSE policy include:

- The Diocese of Winchester & The Diocese of Portsmouth Joint Board of Education Guidance for schools in developing policy: Relationships & Sex Education & Health Education
- Education Act (2019)
- Learning and Skills Act (2000)
- Education and Inspections Act (2016)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2020)
- Children and Social Work Act (2017)
- Human Rights act (2018)

The nature of RSE

The most important aspect is that children understand what a relationship is and that they know what constitutes a healthy relationship with peers, friends, family and other people that they may come into contact with. From early years, the children will learn the importance of things such as taking turns, listening to others, treating others with kindness, permission seeking and giving and the concept of personal privacy including online safety and behaviour/ relationships in the digital world. They will also be taught about different families and how families of many forms can provide a nurturing environment for children. Another key aspect of this is developing their own positive personal attributes such as self-worth, resilience and perseverance.

However, it should also ensure that both boys and girls are prepared for the changes adolescence brings. It will draw on the knowledge of the human life cycle set out in the national curriculum for

science: how a baby is conceived and born, teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty.

“To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. This subject can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.”

(DFE – relationships education, relationships and sex education (RSE) and health Education)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

The nature of Relationships and Sex Education at Bitterne CE Primary School

At Bitterne CE Primary school we believe relationships and sex education is important for our students and our school because it helps pupils to understand and respect our common humanity, diversity and differences. We will approach all aspects of RSE in a faith sensitive and inclusive way which values every member of our community for their uniqueness and aspires to develop a positive feeling of self-esteem and self-worth in all children.

At both KS1 and 2, RSE is essential in helping children to form effective and fulfilling relationships. It is an integral part of the curriculum, which is taught within a moral frame that is sensitive to the belief of all pupils, parents and carers and that helps to prepare pupils for the opportunities and experience of adult life and for current and future relationships. It is not our job to promote any specific relationship as more important or better than another: we simply aim to engender a culture where people are free to make their own choices, free of prejudice and judgment. In line with Christian teachings, everyone is valued and loved, including those from the LGBT communities (Equalities Act 2014).

“All pupils have the right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.”

(The Church of England Education office November 2019)

https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter_0.pdf

Our aim is to ensure the children are prepared for the emotional, social and physical aspects of growing up and relationships. We endeavour to equip all pupils with a clear understanding of what constitutes a healthy relationship, which in turn will help to protect, safeguard and promote their wellbeing. Within this we will also ensure that all children know what to do and where they can seek support if they feel worried or concerned about anything, both on and off line.

“Church of England schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood; physically, academically, socially, morally and spirituality. Schools have a duty to try and remove any factor that might represent a hindrance to a child’s fulfilment.

Homophobic, biphobic and transphobic bullying, alongside all forms of bullying, is a factor that can inhibit a pupil’s ability to feel safe as well as their foundation for learning. Church of England schools must therefore implement measures to combat it.

In creating a school environment that promotes dignity for all and a call to live fulfilled lives as uniquely gifted individuals, pupils will be equipped to accept difference of all varieties.”

(The Church of England Education office – Valuing all God’s Children 2019)

https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

Due to the nature of PSHE (which includes RSE) planning subject to change. As a school we will analyse local and school data, and this in turn may influence adaptations to existing planning in order to ensure it reflects local issues within our community.

Morals and Values

We strive to equip the children with skills and values that will enable them to positively contribute to the modern British society in which they live. The Relationships and Sex Education programme will reflect the school’s Christian values of love, trust and forgiveness and demonstrate and encourage the following aspects:

- respect for self;
- respect for others;
- responsibility for their own actions;
- responsibility to their family, friends, school and the wider community.

They will also understand the law and their own rights.

Citizenship education within RSE is essential for all children growing up in today's world, as it teaches essential knowledge about the law, citizen rights and responsibilities, equality, communities, identities, critical media literacy and resilience. Citizenship can have a hugely positive effect on self-confidence and self-esteem and ensure young people are involved in learning how they are responsible for their own decisions and actions; how these may affect other’s and how the decisions and actions of others may affect them.

Cross-Curricular Links

The key topic areas of Relationships and Sex will be delivered through PSHE as part of the timetabled week. However, RSE has close links to some aspects of science, ICT and RE; valuable and genuine connections can be made within these subjects and some elements will be taught/ reinforced through these subject areas.

Links with ICT are essential for teaching pupils about online safety. It is vital that learning to show how the internet and social media are important resources for learning, as well as teaching about the risks and how to stay safe online.

Entitlement

Every child is entitled to Sex and Relationships Education regardless of race, gender, religion and ethnic background. As a school we aim to meet the needs of all pupils within our programme.

“Schools have a clear duty under the Equality Act 2010 to ensure that teaching is accessible to all children and young people.”

(SRE in the 21st Century)

Parent and school partnership

We believe that Relationship and Sex Education is an ongoing process, which should start in the home and continue at school. The school is well aware that the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through our core values. In order to achieve this, we aim to:

- inform and consult parents about the school's RSE policy and practice;
- answer any questions that parents may have about the RSE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for RSE in the school;
- encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
- give parents/ carers the opportunities to see the learning intentions and resources that will be used with their children;
- inform parents about the best practice known with regard to relationships and sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

It is important that any religious or cultural views of parents, which may affect the RSE education provision for their child, are carefully considered. As a school, we will also consult our link church (Holy Saviour Bitterne) for advice where necessary.

Staff should be willing to discuss any matters of concern that parents may have, as it is important to try to avoid giving pupils any conflicting information.

Withdrawal

As per all statutory curriculum subjects, parents cannot withdraw their child from the learning that is related to relationships, health and science. However, parents and carers do have the right, under the Education Act of 1993, to request for their child to be withdrawn from all or part of the Sex Education curriculum **provided this is not part of the science curriculum. Science teaches about the biological facts relating to human growth, puberty and reproduction. This means that parents are not permitted to withdraw their child from the elements of sex education that are within the science curriculum.**

As a school, we recognise that parents/ carers may have different needs related to their beliefs; however, the resources and learning within the different year groups are what have been agreed by our whole school community, including governors, our link church and parents. If a parent/ carer wishes for their child to be withdrawn, this request must be made in writing to the headteacher, clearly stipulating which aspects they do not wish their child to learn. If a withdrawal has been made, a teacher cannot give that pupil advice on any RSE matters that they have been withdrawn from. Children that are withdrawn will be treated with sensitivity.

If a child is withdrawn from RSE Education (this does not include elements that are part of the statutory Science curriculum) it is up to the school to decide what provision will be made for them. Once a request that a child be withdrawn is made, that request must be complied with until the parent changes or revokes it.

Approaches to Teaching and Learning

Teachers should:

- be aware of the individual's experiences, maturity and relationships;
- be aware of the cultural and religious diversity of pupils in the wider community;
- have good subject knowledge and be confident in talking about issues, such as healthy and unhealthy relationships, equality, respect and consent;
- have good subject knowledge of online safety;
- ensure that teaching is both medically and factually correct;
- offer meetings for parents to find out what their child is being taught and the resources that are being used (for specific units);
- be aware of the school's Christian values in planning, delivering and responding to questions on RSE;
- teachers will seek advice from the RSE leader to ensure they have up to date knowledge and understanding to enable them to teach units effectively;
- ensure that they teach from the agreed curriculum and do not impart their own personal beliefs;
- have received up to date Prevent, Safeguarding and Child Protection training.

Class teachers who have established a climate of trust in which pupils feel secure and confident will mainly deliver the programme. On occasions suitably qualified outside visitors, eg the nurse may be invited into school to support and enhance the RSE Education programme. There may be occasions when circumstances require adaptations to the curriculum in order to meet the needs of the children within the year group. Any adaptations made will be agreed with the RSE Leader and, if it is in regard to a specific child, then their parents will be consulted – E.g. a child beginning the school part way through the year that is transgender.

Safe Guarding

The school's Safe guarding and Child Protection policies and procedures are available to be viewed on the school website.

The PSHE Subject Leader will:

- be responsible for the long and medium term planning for Relationships and Sex Education, ensuring a balance of the key areas throughout Key stage 1 and 2;
- liaise with the school's link church members with regards to the teaching of RSE;
- support staff with the planning and resourcing of Relationships and Sex Education;
- ensure continuity, consistency and progression across the Key Stages;
- develops a partnership between home and school, including consulting parents;
- review teaching and learning and keep up to date with current guidance;
- ensure that pupils views are actively sought in order to influence flexible planning.

Monitoring and evaluating the RSE curriculum

In order to ensure that RSE is the best that it can be the subject leader and other relevant members of staff (HT, DHT, Governors) will regularly monitor and evaluate the provision. This will be done in a number of ways:

- consultation with parents/ children/ staff and governors on RSE provision;
- evaluating current planning/ resourcing with staff and pupils;
- observations (where appropriate);

- work sampling: work in books/ looking at questions from the anonymous question boxes (this will help identify what children are still unsure of and what children feel they have learnt);
- pupil conferencing;
- analysis of relevant school data overtime;
- keeping up to date with current guidance and recommended resources.

A summary evaluation report, produced by the PHSE lead with SLT and in consultation with the PSHE link governor, will be shared with governors annually

Using outside visitors

Teachers will have discussed with visitors from appropriate organisations (such as the NSPCC) the content that will be covered in a session and have looked at and agreed any resources that will be used prior to the delivery of a lesson. Resources that have not been agreed with the RSE Leader will not be allowed to be used. As well as this, the RSE policy will be shared with them and any questions, queries they may have addressed before visiting the school.

Confidentiality

The DFE circular 5/94 **suggests** that teachers should report disclosure or suspicions of unlawful activity to the designated safeguarding lead who in turn should inform the pupil's parents if appropriate (This will also be in accordance with the Child Protection and Safeguarding Policy).

Adults in school should not promise confidentiality, but a child has the right to expect their views to be respected and not shared publicly. The Confidentiality Policy which is available on the school website which will be followed by adults in school.

Answering Questions

At Bitterne CE Primary school we feel that an essential part of high-quality learning is being able to ask questions. It is important that teachers value all questions asked in order to create a safe, comfortable environment for all pupils. When answering questions, the teacher should be mindful of the Christian values, that are the foundation of the ethos, and should answer in a factual way being careful not to impart their own personal views.

Should teachers need advice on how to answer a question they should seek advice from SLT or the PSHE/RSE lead.

If a question is too explicit or inappropriate to answer in class, teachers will acknowledge it and explain to the child that they will need to ask their parents. In these cases, staff will need to record this information (of the question and conversation had around the subject) on Cpoms and speak to parents/ carers so that they have the opportunity to address things at home. If a teacher is concerned that a pupil is at risk of sexual abuse they will follow the school's child protection procedures.

RSE Education Guidelines

Planning

Appendix 1

Overview of the units RSE will be taught through, the learning intentions covered within that unit and the resources that are currently used.

Appendix 2

Overview of RE and RSE links

Appendix 3

Overview of Science and RSE links

Appendix 4

RSE vocabulary that will be introduced and in what year group

Appendix 5

RSE classroom guidance

Medium term planning

Medium term planning in Relationships and Sex Education follows an agreed format for all PSHE planning, in accordance with Assessment Policy guidelines; a copy of the planning is held in all year group files on the server and the PSHE subject leader area. This is updated and reviewed regularly by both the PSHE leader and year group. Any resources used will be have been agreed prior to teaching.

Teachers will annotate planning based on assessments, previous learning and will ensure it meets the needs of all pupils.

Children with a Special Educational Need or Disability

We believe that Relationships Education, RSE and Health Education must be accessible for all our pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. At Bitterne CE, we provide quality teaching that is differentiated and personalised which will be the starting point to ensure accessibility.

If there are pupils where the current provision does not meet their specific needs e.g. pupils with an EHCP or where their cognitive understanding and/ or emotional maturity are below that expected for their age, we will ensure that this is adapted to meet their needs. Firstly, we will liaise with the SEND leader to determine what that pupil needs. Secondly, where appropriate we will consult the parents/ guardians on the adapted provision to come to a mutual agreement of what is in the best interest of the child. Also, where needed, we will consult the advice of outside agencies depending on the needs of the pupil; such as, the school nurse, The Cedar School and Southampton Advisory Outreach Service.

Where a tailored programme of teaching is developed for an individual child, this will be shared with secondary schools as part of transition at the end of Y6.

Links to other school Policies – can be found on the school website

- CP policy
- Anti-bullying policy
- Equality policy
- Safeguarding policy
- Collective Worship policy

National Curriculum for RSE taken from the DFE - FEB 2019

Topic	Pupils should know
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships -	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

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| | <ul style="list-style-type: none">• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.• how to recognise and report feelings of being unsafe or feeling bad about any adult.• how to ask for advice or help for themselves or others, and to keep trying until they are heard,• how to report concerns or abuse, and the vocabulary and confidence needed to do so.• where to get advice e.g. family, school and/or other sources. |
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Appendix 1

	Unit of planning	LI	Resources
Year 1	Autumn 1 - working well together	I am learning to listen to others and play cooperatively. I am learning about how different behaviour affects others. I am learning that bodies and feelings can be hurt. I am learning about what makes a good friend.	Toy story song/ video https://www.youtube.com/watch?v=CNi02gxTI1M
	Autumn 2 - keeping happy and safe in my community.	I am learning to recognise how people are feeling. I am learning about strategies to manage feelings. I am learning that hurtful teasing and bullying is wrong. I am learning what to do if teasing and bullying is happening.	Inside out characters Humpty Dumpty alternative story
	Spring 1 - Everyone is special	I am learning about special people in my life I am learning about how we are similar and different. I am learning that everyone is unique and to respect them for their differences. I am learning to celebrate what makes me the same and different to others.	This will cover different families https://www.youtube.com/watch?v=AyVL9bH0guk The Family Book by Tom Parr
	Spring 2 - Keeping safe	I am learning about appropriate and inappropriate touch. I am learning how to keep safe in familiar and unfamiliar situations. I am learning who I can turn to for help.	NSPCC guest speaker every 2 years or NSPCC resources https://www.youtube.com/watch?v=-lL07JOGU5o (NSPCC) Pantosaurus and his pants song
	Summer 1 - Caring for myself	I am learning to feel good about myself. I am learning how to deal with my feelings.	
Year 2	Autumn 1 - Me and my community	I am learning about respecting the needs of ourselves and others. I am learning about groups and communities. I am learning that I am the same as others in some ways, but I am also unique.	
	Autumn 2 - Keeping healthy Includes revisit of year 1 statutory science curriculum where they should be able to	I am learning about keeping my body healthy - focus personal hygiene and respecting personal space. Also includes using correct scientific names for genital areas.	

	identify, name, draw and label the basic parts of the human body.		
	Spring 1 - friendships and feelings	<p>I am learning about different kinds of feelings.</p> <p>I am learning about strategies to manage feelings.</p> <p>I am learning the importance of not keeping secrets that make me uncomfortable, anxious or afraid</p> <p>I am learning that friendships can be broken and mended again.</p> <p>I am learning how to care for others.</p>	
	Spring 2 - Keeping safe	<p>I am learning about privacy in different contexts.</p> <p>I am learning about rules for keeping safe (Context: stranger danger)</p>	https://www.youtube.com/watch?v=-lL07JOGU5o Pan (NSPCC) Pantosaurus and his pants song
	Summer 1 - Recognising and celebrating differences	<p>I am learning about similarities and differences</p> <p>I am learning about showing respect.</p> <p>Unit includes:</p> <ul style="list-style-type: none"> • Different families • Different beliefs/ cultures/ traditions • stereotyping 	https://www.youtube.com/watch?v=p2eX6truzs8 We Are Family By Patricia Hegarty (includes different types of families)
Year 3	Autumn 1 - Being a good friend	<p>I am learning about being a good friend.</p> <p>I am learning about working together towards a shared goal.</p> <p>I am learning about how actions can affect ourselves and others.</p> <p>I am learning the difference between acceptable and unacceptable physical contact.</p> <p>I am learning about when I should keep a secret and when I should share it.</p>	<p>https://www.youtube.com/watch?v=fORWRMMI9AM Disney clips of best friends</p> <p>https://www.youtube.com/watch?v=kAo4-2UzgPo Be Kind by Pat Zietlow Miller</p> <p>https://www.storyberries.com/bedtime-stories-hugs-in-the-city/ Hugs in the City by Milly Brouard</p>
	Spring 1 - Dealing with emotions	<p>I am learning how to be a good friend.</p> <p>I am learning about feeling sad</p> <p>I am learning about feeling angry</p> <p>I am learning to solve problems peacefully</p>	
	Summer 1-2 - Keeping safe	I am learning about managing peer pressure.	https://www.youtube.com/watch?v=IvQseuEOKKc My body belongs to me

		<p>I am learning how to respond to unacceptable physical contact.</p> <p>I am learning about keeping safe online. (Strangers online included)</p>	<p>https://www.youtube.com/watch?v=u03EHVf-7vI My Body Safety Rules - 5 things every child should know</p> <p>http://www.thinkuknow.co.uk/8_10/cybercafe/</p>
Year 4	Autumn 1 - Our community	<p>I am learning about how antisocial behaviour can affect people.</p> <p>I am learning to appreciate difference and diversity.</p> <p>I am learning about resolving differences.</p>	<p>https://www.youtube.com/watch?v=nwAYpLVyeFU life vest inside: Kindness boomerang</p>
	Autumn 2 - Valuing difference and diversity	<p>I am learning about differences and similarities between people, but understand everyone is equal.</p> <p>I am learning about what is meant by stereotypes.</p> <p>I am learning to appreciate difference and diversity (people living in the UK)</p> <p>I am learning about the value and customs of people around the world,</p> <p>I am learning to recognize bullying.</p> <p>I am learning to ask respond to and ask for help.</p>	<p>https://www.youtube.com/watch?v=Pm7AUymn6WE Paper Bag Princess/ Robert N Munsch</p>
	Spring 2 - Dealing with emotions	<p>I am learning about dealing with emotions</p> <p>I am looking at ways to manage feelings at times of loss, grief or change and how others deal with grief.</p> <p>I am learning how others deal with grief/ loss.</p>	
	<p>Summer 2 - Growing and changing</p> <p>Includes a revisit of the importance of hygiene from year 2 statutory science curriculum with a link to changes in puberty and therefore the increased importance for personal hygiene.</p>	<p>I am learning about the changes that happen at puberty.</p> <p>I am learning about the importance of keeping personal boundaries and the right to privacy.</p> <p>I am learning about healthy and unhealthy relationships.</p>	<p>https://www.bbc.co.uk/iplayer/episode/b0759l4k/operation-ouch-series-4-10-dont-panic-about-puberty-special</p> <p>Shown in sections over the course of the unit.</p>
Year 5	Autumn 1/2 - Being an active citizen	<p>I am learning bullying can affect well-being.</p> <p>I am learning about refugees</p> <p>I am learning about anti- social behaviour</p>	

		I am learning about stereotyping. I am learning about racism	
	Spring 1 - Online communication	I am learning about posting images on social media. I am learning to think about how my messages may be understood by others. I am learning how to identify risk, keep safe and where to get help. I am learning about different influences on behaviour, including peer pressure and media influence.	https://vimeo.com/71807752 Jigsaw assembly 8 - 10
	Summer 1 - Smoking	To know that pressure can come from a variety of sources - peer pressure I am learning how to resist unhelpful pressure and ask for help.	
	Summer 2 - Puberty Includes statutory science learning about the changes as humans develop to old age.	I am learning about the changes that happen at puberty. I am learning about human reproduction in the context of the human life cycle. (Taught through the science unit). I am learning about the right we have to protect our bodies. I am learning where to get help advice and support. I am learning how to respond appropriately to a wider range of feelings in others. I am learning about what constitutes a happy and healthy relationship. I am learning to recognise when a relationship is unhealthy. I am learning about judging whether physical contact is acceptable or unacceptable and how to respond to this. I am learning about when I should keep a confidence and when it is appropriate and necessary to break a confidence. I am learning about the importance of personal boundaries and the right to privacy.	https://www.youtube.com/watch?v=G57Sug7JpQE https://www.youtube.com/watch?v=OR1XJZ0xRS0 Note: as part of this unit FGM will be mentioned when talking about periods and the female genitalia - focus privacy/ safeguarding themselves and the law protecting them/ where to go to for support if needed.
Year 6	Autumn 1 - Drugs	To know that pressure can come from a variety of sources - peer pressure	
	Autumn 2 - Respect	I am learning to appreciate the range of national, regional, religious and ethnic identities of people living in the UK. I am learning about the lives, values and customs of people living in other places.	

		<p>I am learning about antisocial behaviours and how these can affect wellbeing.</p> <p>I am learning about discrimination, teasing, bullying and aggressive behaviour and its effect on others.</p> <p>I am learning to recognise and challenge stereotypes.</p>	<p>https://www.youtube.com/watch?v=DYOfKyplWmk Amazing Grace by Mary Hoffman</p>
Spring 1 - How we can be healthy		I am learning about managing emotions	
Spring 2 - Making safe choices in the wider world		<p>I am learning how social networking can influence attitudes and decisions.</p> <p>I am learning about different influences on behaviour, including peer pressure and media influence.</p>	
<p>Summer 2 - Growing and changing</p> <p>Includes statutory learning about the changes as humans develop to old age as written in the year 5 science curriculum. It also covers the process of human reproduction that is also part of the year 5 science curriculum.</p>	<p><u>Puberty and the life cycle</u></p> <p>I am learning about the changes that happen at puberty.</p> <p>I am learning about how a baby is made and how it grows.</p> <p>I am learning about the roles and responsibilities of parents and carers.</p> <p><u>Relationships</u></p> <p>I am learning about different types of relationships. (friends, families, couples, marriage, civil partnerships)</p> <p>I am learning about what constitutes a happy and healthy relationship and how to recognise when a relationship is unhealthy. (This will include forced marriage and the law).</p> <p>I am learning how to resist unhelpful pressure and where to get advice and support.</p> <p>I am learning about committed, loving relationships.</p> <p>I am learning how to respond appropriately to a wider range of feelings in others.</p> <p>I am learning about when I should keep a confidence and when it is appropriate and necessary to break a confidence.</p> <p><u>Personal safety</u></p> <p>I am learning about judging whether physical contact is acceptable or unacceptable and how to respond to this.</p> <p>I am learning about the right we have to protect our bodies.</p> <p>I am learning about the importance of personal boundaries and the right to privacy.</p>	<p>NB: contraception will be mentioned as responsible choices adults may make to prevent a baby until their relationship and themselves feel ready for a baby. This is not part of the statutory science curriculum.</p> <p>NB: as part of this unit FGM will be mentioned when talking about periods and the female genitalia - focus privacy/ safeguarding themselves and the law protecting them/ the need to speak out/ where to go to for support if needed.</p> <p>NB: when discussing healthy and unhealthy relationships we will cover forced marriage and the laws surrounding this.</p> <p>NB: When reinforcing safe/ healthy/ positive loving relationships we will refer to different family groups including LGBT.</p>	

KS1 (PSHE association breakdown of LI)

Pupils should have the opportunity to learn:

- H8 - about the process of growing from young to old and how people's needs change.
- H9 - about growing and changing and new opportunities and responsibilities that increasing independence may bring.
- H10 - the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.
- H13 - about people who look after them, their family networks, who to go to if they are worried and how to attract their attention
- H14 - about the ways that pupils can help the people who look after them to more easily protect them.
- H15 - to recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.
- H16 - what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.

KS2

Pupils should have the opportunity to learn:

- H18 - how their body, and their emotions may change as they approach and move through puberty
- H19 - about human reproduction
- H20 - about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as FGM constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves and their peers.
- H25 - how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.

RE and RSE links - Appendix 2

Year group	Unit of work	RSE Link	Commentary
R	Specialness	Caring friendships Respectful relationships	Learners think about the idea of specialness through the context of Hindu Murties. They share items that are special to them and begin to understand that people have different special items.
R	Remembering	Families and people who care for me	Children look at the importance of remembering through the celebration of Krisna's birthday. They look at photographs of people/occasions that are important to them and begin to talk about why remembering them is important.
1	Belonging	Families and people who care for me	Children look at what it means to belong somewhere. They think about which groups they belong to e.g. family, class, hobbies. They find out how Christians might show that they belong to the church e.g. through baptism and the Eucharist. They talk about how belonging to a group makes them feel and why belonging to a group is important.
1	Welcoming	Caring friendships	Pupils explore what welcoming means through the context of Palm Sunday. They consider their own experiences of being welcomed and role play scenarios where people may feel welcomed and not welcomed.
1	Precious	Respectful relationships	Children learn about why the Ganges River is precious to Hindus. They reflect on why this water is precious to Hindus but not other religions. They discuss items that are precious to them and identify similarities and differences within the class.
2	Good and evil	Respectful relationships	Children look at the idea of good versus evil through the context of Holi. They discuss how good can come out of bad with a focus on conflict resolution.
2	Celebrating birthdays	Families and people who care for me	Pupils think about celebrating birthdays through the context of the Christmas story. They discuss how they celebrate birthdays and other special occasions and make comparisons within the class.

2	Protection	Families and people who care for me Caring friendship	Pupils learn about how Hindus show protection amongst brothers and sisters through the story of the great God Indra and his rakhi of protection. They discuss what protection means to them and give examples of when/where they feel protected.
2	Friendship	Caring friendship Respectful relationships	Children look at the relationship between Jesus and his disciples and reflect on what they can learn from it. E.g. treating all people equally with love and being accepting of differences.
3	Remembering	Families and people who care for me Caring friendships Respectful relationships	Pupils explore the importance of remembering through the context of Shabbat. They consider how remembering effects themselves and others by thinking about why we remember things differently, and why there are some things that we might not want to remember.
3	Freedom	Respectful relationships	Learners think about the concept of freedom through the story of Passover. They give examples of when they have felt free in their lives, and discuss the importance of allowing others to be free (e.g. free to have their own opinion, free to share their own ideas).
3	Celebration	Families and people who care for me	Children deepen their learning about the concept of celebration through the context of Pentecost. They consider how they celebrate special occasions within their families and compare similarities and differences amongst their peers.
3	Promises	Families and people who care for me	Pupils learn about the idea of making promises through the context of Gods covenant to Noah and Christian marriage vows. They think about the importance of making and keeping promises and apply this to promises they may have made in their own life (e.g. the brownie promise, promising to tidy your bedroom, keeping a secret for a friend).
4	Ceremony	Families and people who care for me	Children learn about the value and importance of death ceremonies within different cultures. They learn about how for some cultures this is a sad time but for others it is a time of celebration. They describe why death ceremonies are held for some living things but not others.
4	Authority	Families and people who care for me Respectful relationships	Learners consider the importance of authority by looking at the role of the Torah as an authoritative text for Jews. They think about why authority is important, who has authority over them and what sort of wisdom might they share.

4	Suffering	Families and people who care for me Caring friendship	Children explore suffering through the context of the Easter story. They reflect on occasions that they have experience suffering (e.g. pain, bullying, disagreements with a friend). They consider how they felt, who was there to support them, how they overcame it etc.
4	Food laws	Respectful relationships	Pupils begin to understand why different religions have different food laws though the context of Kosher. They develop respect for those who follow food laws as they consider how they might feel if some foods were forbidden or only permitted on certain days.
4	World view	Respectful relationships	Learners explore what is meant by the concept of world view and begin to think about what they believe the meaning and purpose of life might be. They consider how our world view might affect the way we live our lives and begin to understand that we all hold different world views.
5	Community	Families and people who care for me Respectful relationships	Children learn about the concept of community through the context of Umma. They explore religious practices within the Muslim community particularly regarding their place of worship. They compare these practices to Christian behaviours, and they consider the communities that they belong to and any behaviours/rules/practices that define them.
5	Belief	Respectful relationships	Pupils consider the concept of belief by studying Christians beliefs about Jesus' miracles. They consider their own belief systems and reflect on the value and importance of different beliefs. They compare their beliefs (religious and non-religious) to the beliefs of others.
5	Sacrifice	Families and people who care for me Caring friendships Respectful relationships	Children learn about sacrifice through the context of the Easter story. They consider when others have made sacrifices for them and when they have made sacrifices for other people.
5	Rites of passage	Families and people who care for me	Children learn about rites of passage through the context of the Muslim naming ceremonies and Hajj pilgrimage. They think about rights of passage in other religions (e.g. Christenings and baptisms) before considering the rights of passage in their lives (e.g. birthdays, starting school, moving house) and how these are marked/celebrated.
6	Interpretation	Respectful relationships Caring friendships	Pupils learn about the concept of interpretation through the context of the Christmas story. They consider why two (or more people) might view or recall the same event differently. They think about how knowing this

			might help them overcome challenges in their lives e.g. resolving a playground dispute.
6	Wisdom	Families and people who care for me Caring friendships	Learners consider the concept of wisdom by examining the value of the Q'uran to Muslims and looking at examples of wisdom passages in the Q'uran. They think about where/who they can turn to for wisdom and support when they need advice and what makes someone wise.

Appendix 3 – Science and RSE

<u>Animals including humans – pupils cannot be withdrawn from any elements that are related to the Science curriculum below as this is statutory.</u>					
<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Notice that animals, including humans, have offspring which grow into adults Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene			Describe the changes as humans develop to old age.	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
<u>Living things and their habitats</u>					
				Describe the differences in the life cycles of a mammal, amphibian, insect and a bird. Describe the process of reproduction in some plants and animals.	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Appendix 4 - RSE - agreed vocabulary across the curriculum

The agreed vocabulary will be taught from the year group that has been identified in.

It is important that as a community we are using a universal language so that pupils can communicate and be understood by all.

<p><u>Year 1 and 2</u> (this vocabulary will be used within Science and health sessions)</p> <p>Vagina, vulva, and penis.</p> <p><u>Relationships - this will be discussed in PSHE lessons</u> We will discuss families in the context of mum and dad, foster families, single parent families and some families having 2 mums and 2 dads, mixed race.</p>
<p><u>Year 3 and 4</u> (taught through health sessions)</p> <p>Vagina, penis, puberty, breasts, testicles, sperm, ovaries, periods.</p> <p><u>Relationships - this will be discussed in PSHE lessons</u> We will discuss families in the context of mum and dad, foster families, single parent families and some families having 2 mums and 2 dads, mixed race.</p>
<p><u>Year 5</u> (Puberty focus - taught through the topic of changes)</p> <p>Vagina, vulva, penis, puberty, breasts, testicles, sperm, ovum, menstruation, wet dreams, erections, ejaculation, tampon, period, circumcised, sanitary towel, pubic hair, discharge, FGM.</p> <p>We may discuss with the children the terms transgender, gay, lesbian in terms of homophobic use with the children if this arises due to inappropriate language use, but this will not be within planned lessons.</p> <p>FGM will be mentioned when talking about periods and the female genitalia - focus privacy/ safeguarding themselves and the law protecting them/ the need to speak out/ where to go to for support if needed.</p>
<p><u>Year 6</u> (Sex and relationships - taught through the topic of changes)</p> <p>Vagina, penis, puberty, breasts, testicles, sperm, ovum, menstruation, wet dreams, erections, ejaculation, tampon, period, circumcised, sanitary towel, sexual intercourse, reproductive organs, conception, sex cells, nipples, scrotum, vulva, vagina, clitoris, cervix, ovaries, foreskins, anus, homosexual, conception, make love, contraception, FGM - female genital mutilation, forced marriage, inner lips (labia minora), outer lips (labia majora).</p> <p>With relationships the terms homosexual will be used as well as lesbian and gay and transgender.</p> <p>Contraception will be mentioned as responsible choices adults may make to prevent a baby until their relationship and themselves feel ready for a baby.</p>

Appendix 5 - RSE school values to establish in the classroom.

- Show love - To be kind and supportive of each other.
- Show trust - To laugh with but not at each other.
- Show trust - To show excellent listening skills by not interrupting.
- Show love - To respect other people's views, feelings, situations and background. (If a child expresses homophobic or racist views, the law surrounding this may be discussed with the child in confidence at a suitable opportunity.)
- Show trust and forgiveness - To not ask off topic questions out loud, but these can be put in the talk it box (As a teacher, these do not have to be answered if they are not in line with the planned curriculum. In this case, please say, 'If your question has not been answered then that is something that you would need to ask a parent/ carer).
- Show trust - To not gossip about the lesson, but we will talk to a trusted adult if we feel there is a need.
- Show love - It is NOT okay to ask personal questions of others (pupils or staff) but non-personal questions can be put in the 'Talk it' box for later.
- Show trust - If stories are shared then no names are to mentioned. All should start with, 'Someone I know '.
- Staff will be trusted to share the correct scientific/ biological vocabulary and relate this to the names that children may currently be using.

Appendix 6 - RSE school values to establish in the classroom.

- Show love - To be kind and supportive of each other.
- Show trust - To laugh with but not at each other.
- Show trust - To show excellent listening skills by not interrupting.
- Show love - To respect other people's views, feelings, situations and background. (If a child expresses homophobic or racist views, the law surrounding this may be discussed with the child in confidence at a suitable opportunity.)
- Show trust and forgiveness - To not ask off topic questions out loud, but these can be put in the talk it box (As a teacher, these do not have to be answered if they are not in line with the planned curriculum. In this case, please say, 'If your question has not been answered then that is something that you would need to ask a parent/ carer).
- Show trust - To not gossip about the lesson, but we will talk to a trusted adult if we feel there is a need.
- Show love - It is NOT okay to ask personal questions of others (pupils or staff) but non-personal questions can be put in the 'Talk it' box for later.
- Show trust - If stories are shared then no names are to mentioned. All should start with, 'Someone I know '.
- Staff will be trusted to share the correct scientific/ biological vocabulary and relate this to the names that children may currently be using.