

Personal, Social, Health and Economic (PSHE) Education including Relationships and Sex (RSE) Education Policy



Exeter
a learning community

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| Approved by: | Pending | Date: |
| Last reviewed on: | [Date] | |
| Next review due by: | [Date] | |

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CONSULTATION

1. Aims

At Exeter a learning community, it is our aim to nurture our children to thrive within our school and their community. We follow our I CARE (integrity, creativity, aspiration, respect and responsibility and empathy) values and incorporate these into our Personal, Social and Health Education (PSHE) curriculum.

RSE is taught within our PSHE curriculum.

The aims of PSHE education, including relationships and sex education (RSE) at our school are to:

- 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
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support pupils to make positive choices about relationships, their health and wellbeing (including mental health), their career choices and financial responsibility
- Teach pupils the importance of respect for lifestyles and beliefs that are different to our own
- How to keep themselves safe in real life and online
- How to manage the different feelings we may have and who can help us if we are worried
- Provide opportunities for pupils to learn how to keep themselves safe, including online and in the community

2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Exeter a learning community we teach PSHE and RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Pupil consultation – we investigated what exactly pupils want from their RSE/PSHE curriculum

4. Parent/stakeholder consultation – parents and any interested were invited to consult on this policy via the school website
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. At Exeter, we elect to teach sex education beyond what is included in the science curriculum. This is taught in an age appropriate way.

RSE involves a combination of sharing information, and exploring issues and values. It is not about the promotion of sexual activity.

PSHE includes the RSE content as described above in addition to learning about how to be safe within the community, how to respond in the case of an emergency, financial responsibility, respect for the environment and how to set goals and aspirations for themselves.

5. Curriculum

Our curriculum is set out as per Appendix 1. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

Staff will teach in accordance with this document, however where appropriate, it may be necessary to teach differentiated content above or below the child's year group, depending on the needs of the individual. Where a child asks a question beyond the scope of the school's curriculum, staff will make a professional judgment about how and whether to answer the question to avoid the child searching for answers on the internet.

Our sex education will focus on:

- How a baby is conceived and born
- There are ways of preventing the conception of a baby

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Some biological aspects of RSE are taught within the science curriculum e.g. puberty, and other aspects are included in religious education (RE). Online Safety is also taught within the Computing Curriculum.

Our PSHE curriculum is broken down into 3 broad areas and it encompasses the statutory content found within the RSE curriculum. These are:

- Emotional health and wellbeing
- Relationships and anti-bullying
- Living in the wider world

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

- Being safe

These areas of learning are taught within the context of family life and healthy relationships taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Our curriculum has been planned with the needs of our pupils and community at the core of the curriculum design. This curriculum will be reviewed and adapted as required to meet emerging or developing needs.

Lesson planning will take account of the individual needs of pupils ensuring that the needs of individual children/groups of children are considered. This includes taking account of the personal circumstances such as family set up or taking into account the needs of children who do not live with their birth parents for example. Staff should be sensitive in their planning and content delivery. This may include talking with the child and their family before a lesson is delivered.

Planning will meet the needs of children with additional needs, including those with special educational needs (SEN) and English as an additional language (EAL) to ensure they are able to access the curriculum that is right for their needs. Teaching should be appropriate to individual needs and build on previous knowledge and understanding. Children should not be withdrawn from PSHE lessons for additional teaching/intervention in other areas.

For more information about our RSE curriculum, see Appendix 1 (Exeter's Curriculum Content) and Appendix 2 (End of Primary School Teaching).

7. Roles and responsibilities

7.1 The governing board

The governing board (AIB) will approve this policy, and hold the Head of School/Executive Principals(s) to account for its implementation.

7.2 The Head of School

The Head of School is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering PSHE including RSE in a sensitive way
- Modelling positive attitudes to PSHE including RSE
- Assessing and monitoring children's progress
- Responding to the needs of individual pupils through taking into account their individual needs and circumstances when planning the curriculum delivery
- Ensuring that the curriculum meets the needs of all pupils including those with special educational needs
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of PSHE/RSE

Staff do not have the right to opt out of teaching PSHE/RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Senior Leadership Team. This may include situations where a staff member's personal circumstances may cause a barrier to the effective delivery of subject content e.g. it would be insensitive to ask a staff member to teach about bereavement when they have recently experienced this themselves.

The following staff members are responsible for the teaching of RSE/PSHE at Exeter a learning community:

| | | |
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| Jennifer Pyper (Class teacher) | Harry Singh (Class teacher) | Christian Rankin (Class teacher) |
| Kim Esslemont (Class teacher) | Becky Letts (Class teacher) | Helen Vorster (Class teacher) |
| Kelly McKee (Class teacher & KS1 Lead) | Anna Hull (Class teacher) | Naz Khan (Class teacher) |
| Amy Johnson (Class teacher) | Sammie Hamilton (Class teacher) | Hannah Morris (Class teacher and KS2 Lead) |
| Lucy Gotch (Class teacher) | Emily Richardson (Class teacher) | Sammie Golding (Class teacher) |
| Torie Morrissey (Class teacher) | Jacqui Fellows (Class teacher) | Tamla Mathew (Class teacher) |
| Mags Norris (Class teacher) | Ellie Light (SEN Teacher) | Lisa Wilson (Nurture Learning Mentor) / Carole Dickson (Nurture Learning Mentor) |

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships or health education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within as detailed in section 5.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head of School.

The school will honour this request unless there are 'exceptional circumstances' not to do so.

Pupils who have been withdrawn from the non-statutory/non-science components of sex education will be provided with appropriate and purposeful education during this time.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Head of School, Senior Leaders and Subject Leads will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of PSHE including RSE is monitored by Jennifer Doherty, Jacqui Fellows and Lucy Gotch through:

- Typicality/learning walks
- Book looks
- Pupil Voice

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

This policy will be reviewed by Jennifer Doherty, Jacqui Fellows and Lucy Gotch at least annually. At every review, the policy will be approved by AIB/Governing Body.

CONSULTATION

Appendix 1: Exeter a learning community Curriculum Map

| Year 1 | | | | | |
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| Term / Key Question | Theme | Skills/Objectives | Safeguarding themes | In this unit of work, pupils will learn: | Resources (Quality Assured by the PSHE Association) |
| Autumn 1 Who helps to keep us safe? | Emotional health and wellbeing (1) Keeping safe; people who help us Links: Superheroes | Identify different jobs that people have in the community and how they help people. Recognise how to respond safely to adults they don't know. Recognise what to do if they feel unsafe or worried and how to ask for support. Identify what to do if someone is hurt and what to do in an emergency. | Keeping themselves safe, asking for help | <ul style="list-style-type: none"> that people have different roles in the community to help them (and others) keep safe -the jobs they do and how they help people who can help them in different places and situations; how to attract someone's attention or ask for help; what to say how to respond safely to adults they don't know what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say | |
| Autumn 2 What helps us stay healthy? | Emotional health and Wellbeing (2) Being healthy; hygiene; | Know what is meant by being healthy. Recognise how medicines help us | Personal hygiene | <ul style="list-style-type: none"> what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) that things people put into or onto their bodies can affect how they feel how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take | |

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| | medicines; people who help us with health | to stay healthy. Know why hygiene is important. Identify how they should take care of themselves on a regular basis. | | medicines every day to stay healthy <ul style="list-style-type: none"> why hygiene is important and how simple hygiene routines can stop germs from being passed on what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing | |
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| Spring 1 Empathy Respect/ Responsibility | Relationships (1) Ourselves and others; similarities and differences; individuality; our bodies | Recognise their strengths and talents and these may be different to someone else Identify similarities and differences with others and what they share in common Know the correct names for the main parts of the body, including genitalia. Know that the parts of our body covered by underwear are | PANTS Sexual abuse Radicalisation Anti-bullying | <ul style="list-style-type: none"> what they like/dislike and are good at what makes them special and how everyone has different strengths how their personal features or qualities are unique to them how they are similar or different to others, and what they have in common to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private NSPCC PANTS work | PSHE Association – Inclusion, belonging and addressing extremism, (KS1), ‘Sameness and difference’ NSPCC – The underwear rule resources (PANTS) (NSPCC website) |

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| | | private | | | |
| Spring 2 Who is special to us? Empathy Respect and Responsibility | Relationships (2) Ourselves and others; people who care for us; groups we belong to; families | Identify the different groups they belong to. Know there are different people that love and care for them. Identify how families have differences but share common features. Know that it is important to share any worries with a | Mental health Friendships Different types of family | <ul style="list-style-type: none"> that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for how families are all different but share common features – what is the same and different about them about different features of family life, including what families do enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried | |

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| | | safe adult. | | | |
| Summer 1 What can we do with money? Aspiration | Living in the wider world (1) Money; making choices; needs and wants | Know what money is and that we can obtain money in different ways. Identify the difference between needs and wants. Identify ways of keeping money safe. | Managing finances | <ul style="list-style-type: none"> what money is - that money comes in different forms how money is obtained (e.g. earned, won, borrowed, presents) how people make choices about what to do with money, including spending and saving the difference between needs and wants - that people may not always be able to have the things they want how to keep money safe and the different ways of doing this | |
| Summer 2 How can we look after each other and the world? Empathy | Living in the wider world (2) Ourselves and others; the world around us; caring for others; growing and changing | Recognise kind and unkind behaviour and how this impact upon others. Identify their responsibilities in the classroom. Understand that people and animals need to be looked after. Understand that | | <ul style="list-style-type: none"> how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively the responsibilities they have in and out of the classroom how people and animals need to be looked after and cared for what can harm the local and global environment; how they and others can help care for it how people grow and change and how people's needs change as they grow from young to old how to manage change when moving to a new class/year group | Alzheimer's Society - Creating a dementia-friendly generation (KS1) |

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| | | people's needs change as they grow older. | | | |
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| Year 2 | | | | | |
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| Term / Key Question | Themes | Skills | Safeguarding themes | In this unit of work, pupils will learn: | Resources (Quality Assured by the PSHE Association) |
| Autumn 1 How do we recognise our feelings? | Emotional Health and wellbeing (1) Feelings; mood; times of change; loss and bereavement; growing up. | Identify and name feelings and that feelings can change depending on the situation. Identify ways that their feelings can impact their behaviour. Recognise things they can do to help when they have big feelings. Discuss their feelings and views, including their likes and dislikes. | Recognising feelings, emotional well-being | <ul style="list-style-type: none"> • recognise and name some feelings that they might have • explain how feelings can make their bodies feel inside • describe how others might be feeling • identify who can help them with feelings, and how they can help others • identify feelings that are good and not so good • recognise that people feel differently about things and situations • explain what can change their feelings (from good to not so good and from not so good to good) • suggest things that can help them and others to feel better • recognise that feelings can intensify (get stronger) • describe how big feelings can affect their behaviour • identify what can help them feel better when they have a big feeling (including talking to trusted adults) • use words or phrases to ask for help with feeling | PSHE Association Mental health and wellbeing lessons (3 lessons) |
| Autumn 2 / Spring 1 What helps us stay | Emotional Health and Wellbeing (2) Keeping safe; recognising risk; rules | Identify which kinds of physical contact are acceptable and comfortable or unacceptable and uncomfortable, | PANTS Online Safety | <ul style="list-style-type: none"> • how to recognise common hazards that may cause harm or injury around the home/in the car • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers, medicines and household products. | |

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| <p>safe?</p> <p>Respect and responsibility</p> | <p>Links: Muck, Mess and Mixtures (CS)</p> | <p>and how to respond to each.</p> <p>Identify common hazards in the home e.g. medicines, drugs and how to keep themselves safe.</p> <p>Consider when it is appropriate to take a risk and when to say no and seek help.</p> <p>Know its ok to say 'no' this is my body and I do not like what you are doing, and I want you to stop.</p> <p>Identify which adults they can trust and who can help them. (Protective Behaviours)</p> | <ul style="list-style-type: none"> • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns | First Aid Education for Children – Red Cross https://lifeliveit.redcross.org.uk/ |
| | | | <ul style="list-style-type: none"> • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • Protective behaviours | NSPCC PANTS resources https://learning.nspcc.org.uk/research-resources/schools/pants-teaching |
| | | | | See Protective Behaviours lesson plans |
| | | | <ul style="list-style-type: none"> • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) | |

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| Spring 2 What is bullying? Empathy Respect/ Responsibility | Relationships & Anti-bulling (2) Behaviour; bullying; words and actions; respect for others | Identify the similarities and differences between people and give some examples of the ways in which people can be similar or different. Recall strategies that can be used to resist teasing or bullying (including cyberbullying) and how to get help. Children understand and celebrate differences. Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. | Bullying Extremism Online relationships | <ul style="list-style-type: none"> • how words and actions can affect how people feel • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations <ul style="list-style-type: none"> • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so | KS1 Online Bullying NOS Unit |

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| | | Recognise that it's OK to tell if someone is being harmed. | | | |
| Summer 1 Empathy Respect and Responsibility | Relationships (2) Friendship; feeling lonely; managing arguments | Identify how their behaviour can impact other people, both in positive and negative ways. Know how to identify if they are feeling lonely Understand how to cooperate and work with others. | Mental health Friendships | <ul style="list-style-type: none"> • how to make friends with others • how people behave when they are being friendly and what makes a good friend <ul style="list-style-type: none"> • how to recognise when they feel lonely and what they could do about it <ul style="list-style-type: none"> • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy | |
| Summer 2 Aspiration | Living in the Wider World People and jobs; money; | Recognise that people have different strengths and set themselves goals. | | <ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community | |

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| | role of the internet | Identify why it is important to look after money and ways that they can do this. | | <ul style="list-style-type: none"> • how people have different strengths and interests that enable them to do different jobs | |
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CONSULTATION

| Year 3 | | | | | | |
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| Term / Key Question | Themes | Objectives/Skills | Links to Online Safety Units (NOS) | Safeguarding themes | In this unit of work, pupils will learn: | Resources (Quality Assured by the PSHE Association) |
| Autumn 1 What keeps us safe? | Emotional health and wellbeing (1) Keeping safe; at home and school; our bodies; hygiene; medicines and household products | <p>Know the difference between good and bad secrets.</p> <p>Know how to respond to minor first aid and what do to in an emergency.</p> <p>Recognise risks in their local community and how to keep safe.</p> <p>Describe how to respond to situations that make them feel uncomfortable.</p> <p>Recognise when it is good or ok to keep a secret and when it is not.</p> | <p>Health, well-being and lifestyle KS2 unit</p> | <p>PANTS – recap</p> <p>Road Safety</p> | <ul style="list-style-type: none"> how to recognise hazards e.g. roads, railways (local context outside the home) that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe <ul style="list-style-type: none"> that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable (PANTS recap) when they should keep secrets and promises, and when they should tell somebody about them. <ul style="list-style-type: none"> how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns what to do in an emergency, including calling for help and speaking to the emergency services | https://www.think.gov.uk/resource/lesson-1-do-you-stop-look-listen-think/#comments NSPCC Pants (teaching resources) St John's Ambulance Lesson Plan – Emergencies Burns and Scalds Bites and Stings |

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| Autumn 2 | Living in the Wider World (1) | Recognise different groups make diverse communities; differences should be respected and valued | NA | Prevent/ Radicalisation | <ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. Friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school | PSHE Association – Preventing Radicalisation – Lesson 2 Premier League Stars – Diversity |
| Spring 1 | Relationships & Anti-bullying (1) Friendship; making positive friendships, managing loneliness, dealing with arguments | Identify why friendships are important and ways they can be a good friend. Identify how to maintain friendships appropriate ways to resolve issues in a friendship. Recognise good strategies for dealing with disagreements and arguments with their peers. | NA | Wellbeing | <ul style="list-style-type: none"> • recognise the different types of friendships that are important to us (eg: family, friends, groups we belong to, neighbours) • explain why friendship and having friends is valuable • identify how friends show they care for and value each other • describe what is most important in a friendship how to • identify what helps maintain friendships • describe feelings when disagreements and conflict occur • identify what can help and not help if there are friendship problems • demonstrate strategies for solving arguments with peers | Medway Public Health Directorate -Primary RSE lessons (KS2 - Y3), 'Friendship' – 2 lessons |
| Spring 2 | Relationships & Anti- | Identify the common features | NA | Different types of | <ul style="list-style-type: none"> • how families differ from each other | |

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| | bullying (2) Families; family life; caring for each other | of a positive family life within a diverse range of families. Explain what to do if a family relationship is making them feel worried or unsafe. | | relationship | (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) <ul style="list-style-type: none">• how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays how people within families should care for each other and the different ways they demonstrate this• how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe | |
| Summer 1 / 2 Why should we keep active and sleep well? Why should we eat well and look after our teeth? | Health and Wellbeing (2) Being healthy: keeping active, taking rest Links: Scrumdidlyumptious Describe the benefits of physical activity and the negative impact of a lack of exercise. Describe the | Identify features of a healthy and unhealthy diet and the impact of tobacco and alcohol. Explain how to maintain good dental hygiene. Describe the benefits of physical activity and the negative impact of a lack of exercise. Describe the | NA | Issues with lack of sleep and poor diet | <ul style="list-style-type: none">• how to eat a healthy diet and the benefits of nutritionally rich foods• how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist• how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health <ul style="list-style-type: none">• how people make choices about what to eat and drink, including who or what influences these how, when and where to ask for advice and help about healthy eating and dental care• how tobacco and alcohol can affect your body and the law in relation to these drugs. | |

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| | | impact of poor sleep. | | | <ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance • time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing <ul style="list-style-type: none"> • explain why sleep is important for a healthy lifestyle • describe bedtime routines that improve sleep • explain how sleep patterns and needs may change as we get older | PSHE Association – ‘Taking care of myself and getting a good night’s sleep’ – 1 lesson |
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| Year 4 | | | | | | |
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| Term | Themes | Skills/ Objectives | Safeguarding themes | In this unit of work, pupils will learn: | Resources | |
| Autumn 1 What skills, strengths and interests do we | Health and wellbeing (1) Self-esteem: self-worth; | Identify their own personal qualities and strengths and how this contribute to their self esteem Identify how to set | Self-esteem and self-worth | <ul style="list-style-type: none"> • how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements | | |

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| have? | personal qualities; goal setting; managing set backs | effective goals and how to respond appropriately to set backs | | <ul style="list-style-type: none"> • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking | Premier League Stars – Resilience lesson |
| | | | | <ul style="list-style-type: none"> • how their personal attributes, strengths, skills and interests contribute to their self-esteem • Describe how to respond to situations that make them feel uncomfortable. (Protective Behaviours) | Premier League Stars - Self Esteem lesson |
| Autumn 2 How can we manage our feelings? | Health and wellbeing (2) Feelings and emotions; expression of feelings; managing grief | Explain ways to manage difficult emotions, including anger and grief. Recognise that our feelings can change, and that we can feel emotions with different intensities | Self-esteem and self-worth | <ul style="list-style-type: none"> • identify that feelings/emotions are part of a person's health and wellbeing • recognise that feelings usually change throughout the day • give examples of everyday things that can affect feelings • describe what can help people to feel good/better • name a wide range of feelings and emotions • match feelings to a scale of intensity and identify strong feelings • describe different feelings and how they are experienced in the body | PSHE Association – Mental Health and Wellbeing Lessons (Y3/4) – three lessons Grief – Suggested book, ‘Badger’s Parting Gifts’ / Winston’s Wish (website) |

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| | | | | <ul style="list-style-type: none"> • recognise why it is important for people to express their feelings • name a wide range of feelings and emotions • match feelings to a scale of intensity and identify strong feelings • describe different feelings and how they are experienced in the body • recognise why it is important for people to express their feelings | |
| Spring 1 How do we treat each other with respect? Respect and responsibility Relationships (1) Respect for self and others; courteous behaviour; safety; human rights Link to anti-bullying week | Relationships & Anti-bullying (1) | Explain the difference between rights and responsibilities. Identify the importance of inclusion and why discrimination is wrong. Identify respectful behaviour in themselves and others. Identify the negative consequences of bullying. | Challenging Racism and discrimination Extremism | <ul style="list-style-type: none"> • how people's behaviour affects themselves and others including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return <ul style="list-style-type: none"> • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* • the rights that children have | |

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| | | | | <p>and why it is important to protect these</p> <ul style="list-style-type: none"> • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • that there are consequences to bullying and how to respond to keep themselves safe in these situations. | Premier League Stars – Inclusion |
| Spring 2 How can our choices make a difference to the others and the environment? Respect and Responsibility Integrity | Living in the Wider World (1) Links: Blue Abyss Caring for others; the environment; people and animals; shared responsibilities | Explain the ways that their choices can impact the world around them Discuss topical issues, sharing their viewpoint and listening to that of others | NA | how people have a shared responsibility to help protect the world around them <ul style="list-style-type: none"> • how everyday choices can affect the environment and actions we can take to reduce plastic pollution • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to | Premier League Primary Stars / Sky Ocean Rescue – Tackling plastic pollution RSPCA - Compassionate classroom lessons https://education.rspca.org.uk/education/teachers/primary/compassionateclasses/resources |

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| | , making choices and decisions | | | <p>share their thoughts, ideas and opinions in discussion about topical issues</p> <ul style="list-style-type: none"> • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way | |
| Summer 1 / 2 How can we manage risk in different places? | Health and Wellbeing (3) Keeping safe; out and about; recognising and managing risk | Recognise risks and how to manage them beyond the local community. Recognise the challenges of peer pressure and how to respond to it. Know the role played by the police in protecting us from crime. | Managing risks Anti-social behaviour | <ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence <ul style="list-style-type: none"> • how to keep safe in the local environment and less familiar locations (e.g. water, fire safety, sun, safety) • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law | Peer Pressure Lessons – The Character Curriculum (3 lessons) |

| Year 5 | | | | | | |
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| Term / Key Question | Themes | Objectives/ Skills | Links to Online Safety Units (NOS) | Safeguarding themes | In this unit of work, pupils will learn: | Resources (Quality Assured by the PSHE Association) |
| Autumn 1 What makes up our identity? Integrity Respect and Responsibility | Health and wellbeing (1) Gender, own identities and that of others, stereotypes | Recognise similarities and differences between people, and the importance of respecting differences Identify that a range of factors that contribute to identity, including gender and ethnicity Identify stereotypes and how to challenge them | NA | Gender identity Bullying Challenging racism | <p>how to recognise and respect similarities and differences between people and what they have in common with others</p> <p>how there is diversity in family relationships</p> <ul style="list-style-type: none"> that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) <p>about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</p> <ul style="list-style-type: none"> how to challenge stereotypes and assumptions about others | PSHE Association – Addressing extremism, inclusion and belonging (Lesson 3) |

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| | | | | | <p>The meaning of gender and sexuality Describe what gender stereotypes are and how they influence us Suggest ways to stop bullying Know how to get help for themselves or others</p> | Metro Charity, KS2 – Gender |
| Autumn 2 How will we grow and change? | Health and Well-being (2) Growing and changing; puberty Links: Time travellers topic | Explain how bodies change during puberty , including the importance of personal hygiene Discuss the reproductive system and explain how babies are conceived | NA | Personal hygiene | <p>about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</p> <ul style="list-style-type: none"> • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty • how puberty relates to growing from childhood to adulthood • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for • that there are ways to prevent a baby being made (ADD) <p>Recognise their early warning signs and how to respond if they are feeling uncomfortable. (Protective Behaviours)</p> | Time Travellers topic lessons (ensure aspects of this plan is also included) |

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|--|---|--|---|---------------|--|---|
| Spring 1 How can we help in an accident or an emergency ? | Health and wellbeing (3) Basic first aid, accidents, dealing with emergencies | Explain how to carry out basic first aid for first aid emergencies, and how and when to seek help from an adult or emergency services. | | | <ul style="list-style-type: none"> • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help • the importance of remaining calm in an emergency and • providing clear information about what has happened to an adult or the emergency services | St John's Ambulance First Aid Lesson Plans (KS2) KS2 Asthma KS2 Bleeding KS2 Choking KS2 Allergies KS2 Calling for help KS2 Basic Life Support https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ |
| Spring 2 How can friends communicate safely? Respect and Responsibility Integrity | Relationships & Anti-Bullying (1) Friendships; relationships; becoming independent; online safety | Identify differences between online and offline relationships Identify what information is safe and appropriate to share online Identify how to seek help if a friendship is worrying them | Online Relationships KS2 NOS Identify what information is safe and appropriate to share online Identify how to seek help if a friendship is worrying them | Online safety | <ul style="list-style-type: none"> • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; • ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety | Online Relationships – National Online Safety Unit (access through National Online Safety account) covers some of this content. |

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| Summer 1 / 2 What jobs would we like? Aspirations | Living in the wider world (1) Different types of job, choosing a career | Know that different jobs require different skills, qualifications and interests Begin to identify their own interests and aspirations for their own career | NA | | <ul style="list-style-type: none"> • that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions | |

| Year 6 | | | | | | |
|--|---|---|------------------------------------|---|--|---|
| Term / Key Question | Themes | Objectives/ Skills | Links to Online Safety Units (NOS) | Safeguarding themes | In this unit of work, pupils will learn: | Resources (Quality Assured by the PSHE Association) |
| Autumn 1 What makes up our identity? Integrity Respect and Responsibility | Health and wellbeing (1) Gender, own identities and that of others, stereotypes | Recognise similarities and differences between people, and the importance of respecting differences Identify that a range of factors that contribute to identity, including gender and ethnicity Identify stereotypes and how to challenge them | NA | Gender identity Bullying Challenging racism | <p>how to recognise and respect similarities and differences between people and what they have in common with others</p> <p>how there is diversity in family relationships</p> <ul style="list-style-type: none"> that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) <p>about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</p> <ul style="list-style-type: none"> how to challenge stereotypes and assumptions about others | PSHE Association – Addressing extremism, inclusion and belonging (Lesson 3) |

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|---|--|---|----|------------------|---|--|
| | | | | | <p>The meaning of gender and sexuality Describe what gender stereotypes are and how they influence us Suggest ways to stop bullying Know how to get help for themselves or others</p> | Metro Charity, KS2 – Gender |
| Autumn 2 How will we grow and change? | Health and Well-being (2) Growing and changing; puberty Links: Time travellers topic | Explain how bodies change during puberty , including the importance of personal hygiene Discuss the reproductive system and explain how babies are conceived | NA | Personal hygiene | <p>about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</p> <ul style="list-style-type: none"> • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty • how puberty relates to growing from childhood to adulthood • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for • that there are ways to prevent a baby being made (ADD) <p>Recognise their early warning signs and how to respond if they are feeling uncomfortable. (Protective Behaviours)</p> | Time Travellers topic lessons (ensure aspects of this plan is also included) |

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|--|---|--|------------------------------|---------------|--|---|
| Spring 1 How can we help in an accident or an emergency ? | Health and wellbeing (3) Basic first aid, accidents, dealing with emergencies | Explain how to carry out basic first aid for first aid emergencies, and how and when to seek help from an adult or emergency services. | | | <ul style="list-style-type: none"> • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help • the importance of remaining calm in an emergency and • providing clear information about what has happened to an adult or the emergency services | St John's Ambulance First Aid Lesson Plans (KS2) KS2 Asthma KS2 Bleeding KS2 Choking KS2 Allergies KS2 Calling for help KS2 Basic Life Support https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ |
| Spring 2 How can friends communicate safely? Respect and Responsibility Integrity | Relationships & Anti-Bullying (1) Friendships; relationships; becoming independent; online safety | Identify differences between online and offline relationships Identify what information is safe and appropriate to share online Identify how to seek help if a friendship is worrying them | Online Relationships KS2 NOS | Online safety | <ul style="list-style-type: none"> • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; • ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety | Online Relationships – National Online Safety Unit (access through National Online Safety account) covers some of this content. |

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|--|---|---|----|--|---|--|
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| Summer 1 / 2 What jobs would we like? Aspirations | Living in the wider world (1) Different types of job, choosing a career | Know that different jobs require different skills, qualifications and interests Begin to identify their own interests and aspirations for their own career | NA | | <ul style="list-style-type: none"> • that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions | |

Appendix 2: By the end of primary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|---|
| Families and people who care about 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 |

| TOPIC | PUPILS SHOULD KNOW |
|--------------------------|---|
| 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 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 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 |

Appendix 3: Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS | | | |
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| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| Any other information you would like the school to consider | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
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| Agreed actions from discussion with parents | |
| | |