




Relationships and Sex Education Policy
Summer 2024

THE
C  **MPASS**
PARTNERSHIP OF SCHOOLS

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1. Aims

The over-arching aim of RSE is to help children and young people to develop the knowledge, skills, attitudes and values to become healthy, happy, safe, confident, respectful and responsible citizens – both now and in the future.

The main objectives of the curriculum are:

- to help and support children and young people in their physical, emotional, social, intellectual, and moral development;
- to help children and young people to learn to understand and respect themselves and others, and to move with confidence from childhood through adolescence and into adulthood;
- to provide knowledge and understanding about all relationships (including loving relationships, the nature of healthy sexual relationships and the process of human reproduction);
- for children and young people to acquire attitudes that prepare them to view their own relationships and physical changes in a healthy and responsible manner;
- to provide information that respects all cultures and viewpoints
- to provide information that is accurate, honest and easy to understand at the children and young people's level of development (including the law as it relates to topics such as consent, marriage and civil partnership, equality, child protection and safeguarding).

Schools within the Compass Partnership ensure RSE is compliant with the *Equality Act 2010* and supports our fulfilment of the *Public Sector Equality Duty*, which requires schools to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We follow the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're 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.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Compass schools we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. 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. Parent/stakeholder consultation – parents/carers and any interested parties were invited to comment and question on this policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with trustees and 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.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is incorporated within our wider PHSE curriculum, the specific RSE content for each year group is set out in green text. See Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and computing.

Our curriculum sets the key knowledge children need to learn in small manageable chunks, ensuring children leave us with a solid understanding of PHSE.

Our curriculum incorporates the use of the following published resources:

'Teaching RSE with confidence in primary schools' – A comprehensive resource to support the teaching of Relationship and Sex Education in an age-appropriate way.

'No Outsiders' – A series of lessons designed to teach primary school aged children about the equalities act in an age-appropriate way through the use of high quality texts.

As with all national curriculum subjects, teachers ensure lessons are adapted and scaffolded to enable children with special educational needs to access learning in accordance with their age and stage.

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
- Conception and Birth (year 6)

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of adaptation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage

- Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they are going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 Trustees and Local Governing Committees

Trustees will approve the RSE policy,

The local governing committee will hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All staff members are responsible for the teaching of RSE in our school.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSE. These units are those two highlighted in the year 6 curriculum – see appendix 1

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

Alternative school work will be given to pupils who are withdrawn from sex education.

10. Training

The headteacher ensures teachers have the appropriate training and support required to deliver RSE effectively.

The headteacher 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.

11. Monitoring, Evaluation and Review

The Board of Trustees will assess the implementation and effectiveness of this policy. The policy will be promoted and implemented throughout all Trust schools.

This policy will be reviewed by the Board of Trustees on a two-yearly cycle.

Adherence to the policy will be monitored by the local school committee.

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| Policy adopted: | Spring Term 2024 |
| Other related policies: | Behaviour and Relationships Equalities Inclusion Safeguarding including Child Protection |
| Next Review: | Spring 2026 |

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| <ul style="list-style-type: none"> • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • 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 <p>No Outsiders 1.2 Key learning - To join in Suggested Text: Going to the Volcano by Andy Stanton</p> | Lifebuoy - ' <u>Soaper Heroes</u> ' lesson plans (KS1 – 5-8) | | |
| <p>Living in the wider world Money; making choices; needs and wants</p> <p>Key Question: What can we do with money?</p> <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 <p>No Outsiders 1.3 Key learning – to find ways to play together. Suggested Text: Want to play trucks? By Ann Stott and Bob Graham</p> | Experian - Values, Money and Me (KS1) <u>Do the right thing</u> <u>Hero or Zero</u> | DT/History RNLI Rescue-charities | Money Charity |
| <p>Health and wellbeing Keeping safe; people who help us</p> <p>Key Question: Who helps to keep us safe?</p> <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 <ul style="list-style-type: none"> - 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 | | Computing Online Safety- what to do if you need help DT/History RNLI Rescue-charities | Safety Secret Accident |

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| <ul style="list-style-type: none"> - 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 • The difference between secrets and nice surprises (that everyone will find out about eventually) and that some secrets may hurt other or ourselves <p>No Outsiders 1.4 Key learning – Proud to be me Suggested Text: Hair, It's a Family Affair by Mylo Freeman</p> | | | Proud |
| <p>Living in the wider world Ourselves and others; the world around</p> <p>Key Question: How can we look after each other and the world?</p> <ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; <ul style="list-style-type: none"> - What it feels like to be bullied. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. - how people and animals need to be looked after and cared for • Listen to other people and play and work cooperatively <ul style="list-style-type: none"> - strategies to resolve simple arguments through negotiation - To communicate their feelings to others, to recognise how others show feelings and how to respond using simple language • Recognise people have responsibilities to share and understand the need to return things that have been borrowed and take turns. <ul style="list-style-type: none"> - the responsibilities they have in and out of the classroom • what can harm the local and global environment; how they and others can help care for it <ul style="list-style-type: none"> - Considering what improves and harms their natural environment. <p>No Outsiders 1.5 Key learning – I share the world with lots of people. Suggested Text: My World Your World by Melanie Walsh</p> | <p><u>Alzheimer's Society - Creating a dementia-friendly generation (KS1)</u></p> <p><u>Experian - Values, Money and Me (KS1) – Costing the Earth</u></p> <p><u>mhinkuknow: Jessie and Friends (Lesson 2)</u></p> | <p>Computing Online Safety- what to do if you need help</p> <p>DT/History RNLI Rescue-charities</p> <p>Geography- Environmental study- Recycling</p> <p>DT Single use plastic</p> | Bully Responsibility Environment |

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| | <p>Relationship Ourselves and others; similarities and differences; individuality; our bodies</p> <p>Key Question: What is the same and different about us?</p> <ul style="list-style-type: none"> • what makes them special and how everyone has different strengths <ul style="list-style-type: none"> - what they like/dislike and are good at - how their personal features or qualities are unique to them - how they are similar or different to others, and what they have in common • developing a basic understanding of disability and celebrate difference. <ul style="list-style-type: none"> - To understand that we are all different but can still be friends • <i>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</i> <ul style="list-style-type: none"> - <i>to understand that our bodies belong to us, and we have a right to say no to them being touched</i> - <i>to know that doctors and some adults may need to touch you to help you with your consent</i> <p>No Outsiders 1.6 Key learning – To Work Together Suggested Text: Errol's Garden by Gillian Hibbs</p> | <p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference'</p> <p>NSPCC – The underwear rule resources (PANTS)</p> <p>CWP – Yr1 – Lesson 1,2</p> | <p>Science-Body Parts</p> | <p>Bodies Similar Different Boy Girl Male Female Private parts</p> <p>Cooperation</p> |
| YR | Curriculum Content | Resources/ notes | Curriculum Links | Key Vocabulary |
| 2 | <p>Relationships Friendship; feeling lonely; managing arguments</p> <p>Key Question: What makes a good friend?</p> <ul style="list-style-type: none"> • Respect for self and others <ul style="list-style-type: none"> - Identify and respect the differences and similarities between people. - Celebrating and recognise strengths and setting goals. • how people behave when they are being friendly and what makes a good friend <ul style="list-style-type: none"> - how to make friends with others • how to recognise when they feel lonely and what they could do about it • how to resolve arguments that can occur in friendships | | <p>Children continue to develop understanding of difference and individuality and how to use this to make friends</p> | <p>Similar Different</p> |

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| | <p>and want</p> <ul style="list-style-type: none"> • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life <p>No Outsiders 2.3 Key learning – To understand what diversity is Suggested Text: The Great Bog Book of Families by Mark Hoffman and Ros Asquith</p> | | | Diversity |
| | <p>Health and wellbeing Keeping safe; recognising risk; rules</p> <p>Key Question: What helps us to stay safe?</p> <ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) <ul style="list-style-type: none"> - That household products, including medicines, can be harmful if not used properly. • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them <ul style="list-style-type: none"> - how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy and 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'. <ul style="list-style-type: none"> - how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them <ul style="list-style-type: none"> - About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they | <p><u>mhinkuknow: Jessie and Friends (Lesson 3)</u></p> <p>PSHE Association – Drug and Alcohol Education (Year 1-2) Lesson 2/3</p> | <p>Children continue their thread of understanding what makes them safe from Year 1 Build on the understanding of consent into privacy</p> <p>Online Safety Passwords and Privacy Significant individual- Florence Nightingale/Mary Seacole-NHS Caring</p> <p>Safety- Great Fire of London</p> | Privacy |

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| <p>need their help, including dialling 999 in an emergency.</p> <p>No Outsiders 2.4 Key learning – To think about what makes a good friend Suggested Text: Amazing by Steve Antony</p> | | | |
| <p>Health and wellbeing Being healthy: eating, drinking, playing and sleeping Key Question: What can help us grow and stay healthy?</p> <ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest <ul style="list-style-type: none"> - that eating and drinking too much sugar can affect their health, including dental health - how to be physically active and how much rest and sleep they should have everyday - that there are different ways to learn and play; how to know when to take a break from screen-time - how sunshine helps bodies to grow and how to keep safe and well in the sun - How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading. • how people grow and change and how people's needs change as they grow from young to old <ul style="list-style-type: none"> - <i>Understanding the processes of reproduction and growth in animals. (the focus on recognising growth not how reproduction occurs (cross- curricular link to science)</i> - Process of growing old and changing needs (cross-curricular link to science). • <i>To identify differences between males and females</i> <ul style="list-style-type: none"> - <i>To explore some of the differences between males and females and to understand how this is part of the lifecycle</i> - <i>To focus on sexual difference and name body parts</i> • <i>To introduce the concept of gender stereotypes</i> <p>No Outsiders 2.5 Key learning – To communicate in different ways</p> | <p>PSHE Association - Dental Health (Recap) PSHE Association - The Sleep Factor (KS1)</p> <p>CWP – Yr 2 Lesson 1 Lesson 2 Lesson 3</p> | <p>Children continue to understand how to stay healthy</p> <p>Children build on understanding of naming different body parts and start to understand growth</p> <p>Significant individual- Florence Nightingale/Mary Seacole-NHS Caring Science Living things, basic needs, diet and exercise</p> | <p>Stereotypes Gender roles Boy Girl Male Female Private parts Life cycle</p> <p>Communication</p> |

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| | <p>Suggested Text: What the Jacksaw Saw by Julia Donaldson and Nick Sharratt</p> | | | |
| | <p>Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up Key Question: How do we recognise our feelings?</p> <ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) <ul style="list-style-type: none"> - what helps them to feel good, or better if not feeling good • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust <ul style="list-style-type: none"> - how to recognise when they might need help with feelings and how to ask for help when they need it <p>No Outsiders 2.6 Key learning – To know I belong Suggested Text: All Are Welcome by Alexandra Penfold and Suzanna Kaufman</p> | <p>PSHE Association – Mental health and wellbeing lessons (KS1)</p> <p><u>Winston's Wish – Loss and bereavement</u></p> | <p>Children build on learning around feelings, similarities, differences and themselves and begin to explore feelings and their affect.</p> | <p>Manage Feelings</p> <p>Belonging</p> |

| YR | Curriculum Content | Resources/ notes | Curriculum Links / Prior Learning | Key Vocabulary |
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| 3 | <p>Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments</p> <p>Key Question: How can we be a good friend?</p> <ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to build good friendships, including identifying | <p>Medway Public Health Directorate -Primary RSE lessons (KS2 - Y3), 'Friendship'</p> | <p>Children continue to build on friendship and bullying learning from KS1</p> | <p>Loneliness</p> |

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| <p>qualities that contribute to positive friendships</p> <ul style="list-style-type: none"> - that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences - how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support <ul style="list-style-type: none"> • how to recognise if others are feeling lonely and excluded and strategies to include them • To feel confident to raise their own concerns. • To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. <ul style="list-style-type: none"> - To recognise bullying and abuse in different forms. - To consider the role and responsibility of people who witness bullying behaviour. <p>No Outsiders 3.1 Key learning – To understand discrimination Suggested Text: This Is Our House by Michael Rosen</p> | | <p>No outsiders project helps to continue to build understanding of inclusion, respect and equality</p> | <p>Discrimination</p> |
| <p>Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products Key Question: What keeps us safe?</p> <ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe - how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers - how to react and respond if there is an accident and how to <ul style="list-style-type: none"> ▪ 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 • <i>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to</i> | <p><u>NSPCC – The underwear rule resources (PANTS)</u></p> <p>PSHE Association – Drug and Alcohol Education (Year 3-4 – Lesson 1)</p> <p>Environment Agency – Canal and river safety</p> <p>Lifebuoy - <u>'Soaper Heroes' lesson plans (7-11)</u></p> <p>CWP – Yr 3 Lesson 2</p> | <p>Building on ideas of Privacy and consent from yr1/2 and on how to stay healthy to include risky situations Online Safety Internet safety</p> <p>Geography-Human impact on environment, link to rivers learning</p> | <p>Hazard Emergency Consent Permission</p> |

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| <p><i>privacy</i></p> <ul style="list-style-type: none"> - <i>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</i> • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) <ul style="list-style-type: none"> - About people who are responsible for helping them stay healthy and safe and ways that they can help these people. (E-safety aspects also covered in ICT). • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) <ul style="list-style-type: none"> - That bacteria and viruses can affect health and that following simple routines can reduce their spread. <p>No Outsiders 3.2 Key learning – To understand what a bystander is Suggested Text: We're All Wonders by R J Palacio</p> | | | Bystander |
| <p>Relationships Families; family life; caring for each other Key Question: What are families like?</p> <ul style="list-style-type: none"> • <i>To identify that people are unique and to respect those differences</i> • <i>To explore the differences between male and female bodies</i> • <i>To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</i> • How families differ from each other (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) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays <ul style="list-style-type: none"> - 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 | <p>CWP – Yr 3 Lesson 1/3</p> <p><u>Coram Life Education – Adoptables Schools Toolkit</u></p> | <p>Children continue to continue to develop their understanding of inclusivity and similarity and difference</p> <p>They also recap on SRE learning from KS1 and build upon this.</p> <p>History- Society/Community</p> <p>Religion and World views</p> | <p>Similar Different Male Female Private parts Penis Testicles Vulva Vagina Family Fostering Adoption Relationship</p> |

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| <p>making them feel unhappy, worried or unsafe</p> <p>No Outsiders 3.3 Key learning – To be welcoming Suggested Text: Beegu by Alexis Deacon</p> | | | |
| <p>Living in the wider world Community; belonging to groups; similarities and differences; respect for</p> <p>Key Question: What makes a community?</p> <ul style="list-style-type: none"> • what is meant by a diverse community; how different groups make up the wider/local community around the school <ul style="list-style-type: none"> - how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups - how the community helps everyone to feel included and values - the different contributions that people make - how to be respectful towards people who may live differently to them - To work collaboratively towards shared goals. • What improves and harms their natural environment. • The role money plays in their lives. • Why and how rules are enforced. How to take part in making and changing rules. <p>No Outsiders 3.4 Key learning – To recognise a stereotype Suggested Text: The Truth About Old People by Elina Ellis</p> | <p>Experian - Values, Money and Me (KS1) <u>Finders Keepers (KS1)</u></p> <p>PSHE Association - Inclusion, belonging and addressing extremism (KS2 -Y3/4), 'Belonging to a community'</p> <p><u>Premier League Primary Stars – Diversity</u></p> <p>Worcester University - Moving and moving home (KS2)</p> | <p>Children continue to continue to develop their understanding of inclusivity and similarity and difference</p> <p>Children continue to build understanding of responsibility for community and environment</p> <p>History- Society/Community</p> <p>Religion and World views</p> <p>Building on Yr 2</p> | <p>Community Environment Laws Contribution</p> <p>Stereotype</p> |
| <p>Health and wellbeing Being healthy: eating well, dental care</p> <p>Key Question: Why should we eat well and look after our teeth?</p> <ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods <ul style="list-style-type: none"> - how people make choices about what to eat | <p>PSHE Association - Dental Health (KS2)</p> | <p>Children build on learning from KS1 Links to Yr 4 Science - teeth Science Nutrition</p> | <p>Nutrition</p> |

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| | <p>and drink, including who or what influences these</p> <ul style="list-style-type: none"> • 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 to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how, when and where to ask for advice and help about healthy eating and dental care <p>No Outsiders 3.5 Key learning – To recognise and help an outsider Suggested Text: The Hueys in the New Jumper by Oliver Jeffers</p> | | <p>Plants and animals - Life cycle, what we need to grow</p> <p>DT Nutrition and health</p> | |
| | <p>Health and wellbeing Being healthy: keeping active, taking rest</p> <p>Key Question: Why should we keep active and sleep well?</p> <ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings <ul style="list-style-type: none"> - 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 • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried <p>No Outsiders 3.6 Key learning – To consider living in Britain Today Suggested Text: Planet Omar: Accidental Trouble Magnet by Zanib Mian (N.B. this involves reading the text over a term to discuss topic)</p> | <p>PSHE Association - The Sleep Factor (KS2)</p> | <p>Children build on learning from KS1 on activity and sleep</p> <p>Science Nutrition</p> <p>P.E – fitness</p> | <p>Physical</p> |
| YR | Curriculum Content | Resources/ notes | Curriculum Links | Key Vocabulary |
| 4 | <p>Health and wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing set backs</p> | <p><u>Premier League Primary Stars</u> = <u>Self-esteem</u></p> | <p>Building on ideas of individuality</p> | <p>Achieve Aspiration Goals Future</p> |

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| <p>Key Question: What strengths, skills and interests do we have?</p> <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 • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves <ul style="list-style-type: none"> - how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking <p>No Outsiders 4.1 Key learning - To help some accept difference Suggested Text: Along came a Different by Tom McLaughlin</p> | <p><u>Resilience</u></p> | <p>No outsiders project helps to continue to build understanding of inclusion, respect and equality</p> | |
| <p>Relationships Respect for self and others; courteous behaviour; safety; human rights</p> <p>Key Question: How do we treat each other with respect?</p> <ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online <ul style="list-style-type: none"> - how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns <ul style="list-style-type: none"> - To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and give rich and constructive feedback and support to benefit others as well as themselves. - To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. • To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media. <ul style="list-style-type: none"> - To consider the role and responsibility of people | <p>Premier League Primary Stars – <u>Play the right way</u></p> <p><u>Inclusion</u></p> <p><u>Alzheimer's Society -Creating a dementia-friendly generation (KS2)</u></p> | <p>Continuation of learning around relationships</p> <p>Online Safety – safe and unsafe online behaviours. un/reliable information</p> | <p>Conflict Resolve Viewpoint Choice Decision Anti-social Aggressive Stereotype Responsibility Privacy Boundaries Inclusive discrimination</p> |

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| | <p>who witness bullying behaviour.</p> <ul style="list-style-type: none"> • about the relationship between rights and responsibilities <ul style="list-style-type: none"> - the rights that children have and why it is important to protect these - 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) • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination <ul style="list-style-type: none"> - To have an understanding of difference. - To understand that words can hurt others. - To introduce the idea of non-inclusive language. <p>No Outsiders 4.2 Key learning - To choose when to be assertive Suggested Text: Dogs Don't Do Ballet by Anna Kemp and Sarah Oglivie</p> | | | |
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| <p>Health and wellbeing Feelings and emotions; expression of feelings; behaviour Key Question: How can we manage our feelings?</p> <ul style="list-style-type: none"> • What positively and negatively affects their physical, mental, and emotional health. • how everyday things can affect feelings <ul style="list-style-type: none"> - how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways <ul style="list-style-type: none"> - To feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view. • how to respond proportionately to, and manage, feelings in different circumstances <ul style="list-style-type: none"> - ways of managing feelings at times of loss, grief and change - how to access advice and support to help manage their own or others' feelings • To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities. <p>No Outsiders 4.3 Key learning - To be proud of who I am Suggested Text: Red: A Crayon Story by Michael Hall</p> | <p>PSHE Association – Mental health and wellbeing lessons (KS2 - Y3/4)</p> <p><u>Winston's Wish – Loss and bereavement (KS2)</u></p> | <p>Continuing to develop emotional intelligence from yr2/3 - building on ideas of feeling in others</p> <p>Religion and World Views</p> | |
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relationship and develop the skills to form and maintain positive and healthy relationships.

No Outsiders 4.4

Key learning - To Find Common Ground

Suggested Text: Aalfred and Aalbert by Morag Hood

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| <p>Living in the wider world Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</p> <p>Key Question: How can our choices make a difference to others and the environment?</p> <ul style="list-style-type: none"> • 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 - 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) - how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way • To think about the lives of people living in other places, and people with different values and customs. • Realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk • Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view <ul style="list-style-type: none"> - the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues <p>No Outsiders 4.5 Key learning - To look after my mental health Suggested Text: When Sadness comes To Call by Eva Eland</p> | <p>Premier League Primary Stars <u>Tackling plastic pollution with Sky Ocean Rescue</u></p> <p><u>RSPCA - Compassionate classroom lessons</u></p> <p>Team Margot – Giving help to others (<u>resources on blood, stem cell and bone marrow donation</u>)</p> <p>Experian - Values, Money and Me <u>Charity week ks2</u></p> | <p>Building on learning previously and across curriculum on our responsibilities to the world History –Governance and how events have impacted on society e.g. Suffragettes/Windrush</p> <p>Geography Impact of Humans – Climate change</p> | <p>Community International Fundraising Values customs Consumer</p> <p>Disability Difference</p> |
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| <p>Health and wellbeing Keeping safe; out and about; recognising and managing risk Key Question: How can we manage risk in different places?</p> <ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • 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 • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people <ul style="list-style-type: none"> - how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online - how to report concerns, including about inappropriate online content and contact <p>No Outsiders 4.6 Key learning - To show acceptance Suggested Text: Julian is a Mermaid by Jessica Love</p> | <p><u>Google & Parentzone – Be Internet Legends</u></p> <p>PSHE Association – Drug and Alcohol Education (Year 3-4) Lesson 2</p> <p>Environment Agency – Flood alert</p> | <p>Building on learning from earlier in the year - relationships</p> <p>DT-clothes that protect (insulation)/Nutrition</p> <p>Online Safety – safe and unsafe online behaviours. un/reliable information</p> | <p>Assess Influenced</p> |
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| YR | Curriculum Content | Resources/ notes | Curriculum Links | Key Vocabulary |
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| 5 | <p>Health and wellbeing Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</p> <p>Key Question: What makes up our identity?</p> <ul style="list-style-type: none"> • how to recognise and respect similarities and differences between people and what they have in common with others <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) - That differences and similarities between people arise from a number of factors, including family, | <p>PSHE Association - Inclusion, belonging and addressing extremism (KS2 –Y5/6), 'Stereotypes'</p> <p><u>Premier League Primary Stars – Developing values</u></p> <p><u>Coram Life Education - 'The Belonging Toolkit', upper KS2 single and double lesson</u></p> | <p>Building on learning around similarities and differences and inclusion</p> <p>Religion and World views</p> <p>Respect-Golden Age of Islam</p> | <p>Ethnic Identity Gender identity Sexual orientation Unconscious bias</p> |

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| <p>cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability Some of these are protected characteristics as outlined in the equalities act (see 'protected characteristics' in the Equality Act 2010).</p> <ul style="list-style-type: none"> - 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) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others. <ul style="list-style-type: none"> - how to challenge stereotypes and assumptions about others • What being part of a community means, and about the varied institutions that support communities locally and nationally. <ul style="list-style-type: none"> - To appreciate the range of national, regional, religious and ethnic identities in the UK, to think about the lives of people in other places, and people with different values and customs. • To introduce and explore the concept of unconscious bias. <p>No Outsiders 5.1 Key learning - To consider consequence Suggested Text: Kenny Lives with Erica and Martina by Olly Pike</p> | | <p>No outsiders project helps to continue to build understanding of inclusion, respect and equality</p> | <p>Empathy</p> |
| <p>Living in the wider world Money; making decisions; spending and Saving</p> <p>Key Question: What decisions can people make with money?</p> <ul style="list-style-type: none"> • how people make decisions about spending and saving money and what influences them <ul style="list-style-type: none"> - how to keep track of money so people know how much they have to spend or save - how to recognise what makes something 'value for money' and what this means to them • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; | <p>Experian - Values, Money and Me (KS1) <u>Do you need it</u></p> <p><u>Finders keepers ks2</u></p> <p><u>LOUD! Network - Job skills, influences and goal</u></p> | <p>Building on their understanding of the role of money</p> <p>Building on sense of community and jobs</p> <p>History Role of society</p> | <p>Loan Credit Current account Consumer</p> <p>Career Qualifications</p> |

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| | <p>store card/ credit cards; loans)</p> <ul style="list-style-type: none"> - that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions <p>Careers; aspirations; role models; the future Key Question: What jobs would we like?</p> <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 <ul style="list-style-type: none"> - that some jobs are paid more than others and some may be voluntary (unpaid) - how people choose a career/job and what influences their decision, including skills, interests and pay • about the skills, attributes, qualifications and training needed for different jobs <ul style="list-style-type: none"> - that there are different ways into jobs and careers, including college, apprenticeships and university • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions <ul style="list-style-type: none"> - how to question and challenge stereotypes about the types of jobs people can do <p>No Outsiders 5.2 Key learning - To justify my actions Suggested Text: Rose Blanche by Ian McEwan and Roberto Innocenti</p> | | | |
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| <p>Health and wellbeing Feelings and emotions; expression of feelings; behaviour Key Question: How can we help in an accident or emergency?</p> <ul style="list-style-type: none"> • School rules about health and safety, basic emergency aid procedures, where and how to get help. • 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 <p>No Outsiders 5.3 Key learning - To consider responses to racist behaviour Suggested Text: Mixed by Arree Chung</p> | <p><u>St John Ambulance: 'First Aid Training in School' lesson plans, KS2</u></p> | | |
| <p>Relationships Friendships; relationships; becoming independent; online safety Key Question: How can friends communicate safely?</p> <ul style="list-style-type: none"> • how friends and family communicate together; how the internet and social media can be used positively <ul style="list-style-type: none"> - The responsible use of mobile phones... and safe user habits (time limits, turning it off at night etc.) - To understand that words/text/email /SMS once said/written cannot be taken back/deleted. (E-safety aspects also covered in ICT) - The importance of protecting personal information, including passwords (E-safety also covered in ICT). - 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 | <p><u>Thinkuknow – Play, Like, Share</u></p> <p><u>Google & Parentzone – Be Internet Legends</u></p> | <p>Online Safety Bias and validity</p> | <p>Consequence Homophobic Abuse Prejudice</p> |

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| <p>consent before images or personal information is shared with friends or family</p> <ul style="list-style-type: none"> to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond and ask for help <ul style="list-style-type: none"> How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media.) Exploration of bullying including homophobic bullying. To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge their points of view. <ul style="list-style-type: none"> 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 <p>No Outsiders 5.4 Key learning - To recognise when someone needs help Suggested Text: How to Heal a Broken Wing by Bob Graham</p> | | | |
| <p>Health and wellbeing Drugs, alcohol and tobacco; healthy habits Key Question: How can drugs common to everyday life affect health?</p> <ul style="list-style-type: none"> To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing <ul style="list-style-type: none"> that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal how laws surrounding the use of drugs exist to | <p>1 decision - Keeping/staying healthy (£)</p> <p>PSHE Association – Drug and Alcohol Education (Year 5-6) Lesson 1-2</p> | <p>Extending children's understanding about keeping healthy and use of medicines</p> <p>DT Nutritionally balanced meals</p> | <p>Debate Issues Problems Events Manage Critical Illegal</p> |

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| <ul style="list-style-type: none"> protect them and others why people choose to use or not use different drugs <ul style="list-style-type: none"> how people can prevent or reduce the risks associated with them that for some people, drug use can become a habit which is difficult to break how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use <ul style="list-style-type: none"> how to ask for help from a trusted adult if they have any worries or concerns about drugs <p>No Outsiders 5.5 Key learning - To explore friendship Suggested Text: The Girls by Lauren Lee and Jenny Lovlie</p> | | | |
| <p>Relationships Growing, changing, families and friendship Key Question: <i>How does puberty and growing up affect us and those around us?</i></p> <ul style="list-style-type: none"> <i>About human reproduction and how their body will change as they approach and move through puberty, including menstruation and menstrual wellbeing, erections and wet dreams</i> <ul style="list-style-type: none"> <i>How their body will, and their emotions may, change as they approach and move through puberty.</i> <i>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationship</i> <ul style="list-style-type: none"> about the different types of relationships people have in their lives The civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make a commitment How to make informed choices (including recognising that choices can have positive, neutral and negative | <p>CWP – Yr 5 Lesson 1-3</p> <p><u>Betty – It's perfectly natural</u></p> <p>Medway Public Health Directorate - Primary RSE lessons (Y4/5), 'Puberty' – Lesson 2/3</p> | <p>Building on puberty and relationships learning from yr4</p> <p>Science- Human Life Cycles and changes as we age</p> <p>DT Nutritionally balanced meals</p> | <p>Sexual orientation</p> <p>Civil partnership</p> <p>Uterus</p> <p>Fallopian tubes</p> <p>Ovaries</p> <p>Erection</p> <p>Scrotum</p> <p>Tampons Sanitary</p> <p>Towels</p> <p>Semen</p> <p>Spots</p> <p>Body Odour B.O</p> <p>Facial Hair</p> <p>Underarm hair</p> |

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| | <p>consequences) and to begin to understand the concept of a 'balanced lifestyle.</p> <ul style="list-style-type: none"> - How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media <p>No Outsiders 5.6 Key learning - To exchange dialogue and express and opinion Suggested Text: When Tango Makes Three by Justin Richardson by Peter Parnell</p> | | | |
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| YR | Curriculum Content | Resources/ notes | Curriculum Links | Key Vocabulary |
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| 6 | <p>Health and wellbeing Looking after ourselves; growing up; becoming independent; taking more responsibility Key Question: How can we keep healthy as we grow?</p> <ul style="list-style-type: none"> • School rules about health and safety, basic emergency aid procedures, where and how to get help. • Revision of how mental and physical health are linked and how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> - how to plan a healthy meal - how to stay physically active - how to maintain good dental health, including oral hygiene, food and drink choices - that bacteria and viruses can affect health and that following simple routines can reduce their spread. - how to benefit from and stay safe in the sun - how and why to balance time spent online with other activities - how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality | <p>PSHE Association – Mental health and wellbeing (KS2 – Y5/6), lessons 1 and 2</p> <p>PSHE Association and - The sleep factor (KS2) (recap)</p> <p><u>Every Mind Matters – Sleep (KS2)</u></p> <p>PSHE Association - Dental Health (recap)</p> <p>PSHE Association – Drug and Alcohol Education (Year 5-6) Lesson 3</p> | <p>Summary of everything they have learned about staying healthy with the addition of FGM and a deeper focus on Mental health</p> <p>Grooming, radicalization, gang crime, cyber bullying</p> | <p>Risk Assess Hygiene Habit</p> <p>FGM PTSD Mental Health Expression Respect</p> |

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| | <p>sleep</p> <ul style="list-style-type: none"> - how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one <ul style="list-style-type: none"> - how positive friendships and being involved in activities such as clubs and community groups support wellbeing - how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them (also explored in science curriculum). • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school <ul style="list-style-type: none"> - that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on - that anyone can experience mental ill-health and to discuss concerns with a trusted adult - that mental health difficulties can usually be resolved or managed with the right strategies and support - <i>that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else</i>¹ • Looking at the lifelong (and sometimes fatal) mental health issues which can result from bullying. <p>No Outsiders 6.1 Key learning - To consider responses to immigration Suggested Text: King of the Sky by Nicola Davis</p> | <p><u>Lifebuoy - 'Soaper Heroes' lesson plans</u> (KS2 – 9-12)</p> <p>PSHE Association - Keeping safe: FGM</p> | <p>No outsiders project helps to continue to build understanding of inclusion, respect and equality</p> | <p>Amnesty International Immigration Refugee</p> |
| | <p>Health and wellbeing Looking after ourselves; growing up; becoming independent; taking more responsibility Key Question: How can we challenge the causes of racism?</p> <ul style="list-style-type: none"> • Exploring unconscious bias <ul style="list-style-type: none"> - To understand what is meant by 'systemic racism', and to realise that some of the systems we operate in can | | <p>Building on wider curriculum and previous learning around inclusion and diversity and equity. Religion and World views</p> | <p>Equity Systemic racism Racism BLM</p> |

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| | <p>be racist without bad intention from the people within it.</p> <ul style="list-style-type: none"> The difference between 'not racist' and 'anti-racist'. Developing understanding that we all have a responsibility to stand up against racism (be anti-racist) if things are to change, and that it is not enough to just not be a perpetrator of racism. Looking critically at the different ways the media and historical accounts portray a story depending on the race of the subject. <p>No Outsiders 6.4 Key learning - To consider causes of racism Suggested Text: The Island by Armin Greder</p> | | | |
| | <p>Living the wider world Media literacy and digital resilience; influences and decision-making; online safety Key Question: How can the media influence people?</p> <ul style="list-style-type: none"> how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions <ul style="list-style-type: none"> that not everything should be shared online or social media and that there are rules about this, including the distribution of images that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions how text and images can be manipulated or invented; strategies to recognise this <ul style="list-style-type: none"> To recognise how images in the media do not always reflect reality and can affect how people feel about themselves. To critically examine what is presented to them in social media and why it is important to do so; understand how | <p>PSHE Association and GambleAware –Exploring risk (KS2)</p> <p>PSHE Association – Drug and Alcohol Education (Year 5-6) Lesson 4</p> <p>PSHE Association - Inclusion, belonging and addressing extremism (KS2 –Y5/6), 'Extremism'</p> <p>NewsWise, Lessons <u>3</u>, and <u>5</u> and <u>6</u></p> <p><u>BBFC – Let's watch a film – making choices about what to watch</u></p> | <p>Building on and consolidating all prior learning on online safety and media influences</p> <p>Online Safety Positive digital footprints.</p> | <p>Consent</p> |

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| | <p>information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p> <ul style="list-style-type: none"> - to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. <ul style="list-style-type: none"> - to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them <ul style="list-style-type: none"> - how to make decisions about the content they view online or in the media and know if it is appropriate for their age range - how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have <ul style="list-style-type: none"> - to discuss and debate what influences people's decisions, taking into consideration different viewpoints <p>No Outsiders 6.2 Key learning - To consider language and freedom of speech Suggested Text: The Only Way is Badger by Stella J. Jones and Carmen Saldana</p> | <p>Childnet – Trust me</p> <p><u>Every Mind Matters – Social media (KS2)</u></p> <p>City of London Police - Cyber Detectives</p> | | <p>Rights Universal Declaration of Human Rights Freedom of speech</p> |
| | <p>Living the wider world Media literacy and digital resilience; influences and decision-making; online safety Key Question: How do I become a global citizen?</p> <ul style="list-style-type: none"> • To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment). | <p>Experian - Values, Money and Me <u>A fair day play ks2</u></p> | <p>Building on their understanding across the curriculum of community and civilisation Pulling together ideas around jobs and money</p> | <p>Interest Loan Debt Tax Economic Sustainability Entrepreneur Enterprise Risk</p> |

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| <ul style="list-style-type: none"> • Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations e.g. consent in different contexts (adapt where necessary). • To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) <ul style="list-style-type: none"> - About enterprise and the skills that make someone 'enterprising' • That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. <ul style="list-style-type: none"> - To think about the lives of other people living in other places and people with different values. - To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view. <p>No Outsiders 6.3 Key learning - To overcome fears about difference Suggested Text: Leaf by Sandra Diechmann</p> | | <p>Building on understanding of the impact they can have on the environment</p> <p>History Civilisation- impact of WW" on modern civilisation</p> <p>Geography-Impact of Humans on the Planet- Great Pacific Garbage Patch</p> | <p>Assess</p> |
| <p>Relationships (teach before SRE) Different relationships, changing and growing, adulthood, independence, moving to secondary school Key Question: What will change as we become more independent?</p> <ul style="list-style-type: none"> • Exploration of bullying behaviour. <ul style="list-style-type: none"> • Individuality and the right to personal choice. • Acceptance and homophobic bullying. • To recognise and challenge stereotypes realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help. • that people have different kinds of relationships in their | <p>CWP – Yr 6 Lesson 4</p> | <p>Pulling together ideas around relationships, identity and choice. Revisiting consent and its importance Concluding ideas around bullying Religion and World views</p> | <p>Trolling Consent</p> <p>FGM Transgender Choice</p> |

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| <p>lives, including romantic or intimate relationships</p> <ul style="list-style-type: none"> • Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership <ul style="list-style-type: none"> • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • <i>To explore the importance of communication and respect in relationships</i> • <i>Explore positive and negative ways of communicating including boundaries and bullying; in relationships and at home. Who to talk to/ go to for help (include helpline contacts for FGM).</i> • <i>Personal boundaries and the right to say no.</i> <p>No Outsiders 6.5 Key learning - To show acceptance Suggested Text: Introducing Teddy by Jessica Walton and Dougal MacPherson</p> | | | |
| <p>Relationships Different relationships, changing and growing, adulthood, independence, moving to secondary school Key Question: How do we change as we grow?</p> <ul style="list-style-type: none"> • <i>how puberty relates to growing from childhood to adulthood</i> • <i>how their body will, and their emotions may, change as they approach and move through puberty</i> • <i>about the reproductive organs and process</i> • <i>consider the different ways people might start a family</i> • <i>how babies are conceived and born and how they need to be cared for</i> • <i>that there are ways to prevent a baby being made?</i> • <i>how growing up and becoming more independent comes with increased opportunities and responsibilities</i> | <p>CWP – Yr 6 Lesson 1-3</p> <p>PSHE Association – Mental health and wellbeing (KS2 – Y5/6), lesson 3, Feelings and common anxieties when transitioning to secondary school</p> <p>Every Mind Matters – <u>Transition to secondary school</u></p> | <p>Final SRE topic concluding understanding of reproduction in humans. Children also bring together concept of change</p> | <p>Bereavement Conception Fertilisation Pregnancy Sexual intercourse Twins Fostering Adoption Intimacy Consent Internet Safety Contraception</p> |

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| <ul style="list-style-type: none"> • <i>how friendships may change as they grow and how to manage this</i> • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing • Transitions between schools and understanding /establishing boundaries in a new environment. • About change, including, loss, separation, divorce and bereavement. <p>No Outsiders 6.5 Key learning - To consider democracy Suggested Text: A Day in the Life of Marlon Bundo by Marlon Bundo with Jill Twiss</p> | | | |
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Yearly Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|------------------------------|-----------------------------|----------------------------|-----------------------------|--|---|
| Year 1 | Who is special to us? | What helps us stay healthy? | What can we do with money? | Who helps to keep us safe? | What is the same and different about us? | How can we look after each other and the world? |
| Year 2 | What makes a good friend? | What is bullying? | What jobs do people do? | What helps us to stay safe? | What helps us grow and stay healthy? | How do we recognise our feelings? |
| Year 3 | How can we be a good friend? | What keeps us safe? | What are families like? | What makes a community? | Why should we eat well and look after our teeth? | Why should we keep active and sleep well? |

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| Year 4 | What strengths, skills and interests do we have? | How do we treat each other with respect? | How can we manage our feelings? | How will we grow and change? | How can our choices make a difference to others and the environment? | How can we manage risk in different places? |
| Year 5 | What makes up a person's identity? | What decisions can people make with money? What jobs would we like? | How can we help in an accident or emergency? | How can friends communicate safely? | How can drugs common to everyday life affect health? | <i>How does puberty and growing up affect us and those around us?</i> |
| Year 6 | How can we keep healthy as we grow? How can we challenge the causes of racism? | How can the media influence people? How can I become a global Citizen? | | What will change as we become more independent? How do friendships change as we grow? | | |

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 |
| 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 |

| TOPIC | PUPILS SHOULD KNOW |
|----------------------|---|
| 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/carer form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS/CARERS | | | |
|--|--|-------|--|
| Name of child | | Class | |
| Name of parent/carer | | 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 | |
|--|--|
| Agreed actions from discussion with parents/carers | |
| | |