



# **Markyate Village School and Nursery**

## **Relationship and Sex Education (RSE) Policy**

| <b><u>Staff Responsible for Review</u></b>                |                                                 |
|-----------------------------------------------------------|-------------------------------------------------|
| Head Teacher, PSHE subject leader, Senior Leadership Team |                                                 |
| <b><u>Last Review</u></b><br>March 2024                   | <b><u>Date of Next Review</u></b><br>March 2025 |
| <b><u>Approved by Governing Body</u></b><br>March 2024    | <b><u>Review Cycle</u></b><br>Annually          |

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## 1. Purpose

The DfE issued statutory guidance under Section 80a of the Education Act 2002 NS SECTION 403 of the Education Act 1996. Schools must comply with these legal requirements when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. This guidance was updated in September 2021.

The expectations for these at Markyate Village School are set out below (and in more detail in Appendix 2):

| <b>Primary Relationships Education</b> | <b>Primary Health Education</b>       |
|----------------------------------------|---------------------------------------|
| ● Families and people who care for me  | ● Mental Well-being                   |
| ● Caring friendships                   | ● Internet safety and harms           |
| ● Respectful relationships             | ● Physical health and fitness         |
| ● Online Relationships                 | ● Healthy eating                      |
| ● Being Safe                           | ● Drugs, alcohol and tobacco          |
|                                        | ● Health and prevention               |
|                                        | ● Basic first aid                     |
|                                        | ● <b>The changing adolescent body</b> |

The DfE continues to recommend that all primary schools have a sex education programme tailored to the age and physical and emotional maturity of the pupils, drawing on knowledge of the human life cycles set out in National Curriculum Science 'How a baby is conceived and born'

## 2. Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors. Our school's overarching aims and objectives are to equip our pupils with the skills and experiences necessary to move on to the next stage of their education and life as confident, happy individuals.

Through our curriculum, we aim to provide a stimulating and supportive learning environment in which pupils can develop their feelings of self-worth and confidence especially in relationship to others. This will include developing the following skills:

- 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

Also, we encourage children to value the importance of making friends, showing respect, caring for all and developing as individuals.

This policy supports the DfE 2021 guidance that states: *To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support (DfE 2021).*

RSE is taught in the context of relationships and promotes self-esteem, resilience, emotional health and well-being to help children form healthy, meaningful relationships, based on respect for themselves and for others.

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We believe that RSE must include information about physical, moral and emotional development and the school will ensure that pupils are given information appropriate to their age and stage of development during teaching.

We work together to promote the following skills

- To provide knowledge and information to which all pupils are entitled.
- To clarify and reinforce existing knowledge.
- To raise individuals' self-esteem and confidence; particularly when forming and within relationships with others.
- To understand the importance of safe and stable relationships that promote respect, love and care.
- To help pupils develop skills such as language, decision making, resilience and assertiveness.
- To help them cope with influences of media and peers by developing assertiveness and high quality communication skills.
- To provide the confidence to enable pupils to participate as members of society and to value themselves and others no matter of their ethnicity, religious belief, gender, age or sexuality.
- To help children to gain access to information and support required.
- To develop skills for a healthier, safer life style.
- To develop pupils understanding of how to stay safe online.
- To respect and care for their bodies.
- To be prepared for adolescence and adulthood.

Markyate Village School and Nursery aims to provide a warm and caring environment where every child matters and the social, emotional and personal development of our children is a priority. We have the highest expectations for all our pupils and we aim to enable all pupils to reach their potential and become independent, self-motivated learners. We believe in working in partnership with our parents and children to achieve this.

### **3. Statutory Requirements**

As a maintained As a maintained primary school, we have a statutory duty to provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

The DfE issued statutory guidance under Section 80a of the Education Act 2002 and section 403 of the Education Act 1996. Schools must comply with these legal requirements when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. This guidance was updated in September 2021.

However, we are not required to teach sex education, but we do need to teach the elements of sex education contained in the science curriculum.

At Markyate Village School, we teach RSE as set out in this policy.

#### 4. **Partnership with Parents/Carers**

The role of parents in the development of their children's understanding about relationships is vital. Most of a pupil's informal sex and relationships education occurs within the family and the school's programme will complement and build on this to support children to grow and mature and form healthy relationships.

We will work closely with parents when planning and delivering these subjects. We inform parents at the start of the summer term of the relationships education that will be delivered, providing parents with a two week window to raise any questions they have with teachers. Indeed, we will ensure that parents know what will be taught and when, and clearly communicate the fact that parents/carers have the right to withdraw their child from some of the RSE curriculum.

##### **4.1 Right to withdraw**

At Markyate Village School, we endeavour to build positive and supportive relationships with parents through mutual understanding, trust and cooperation. In promoting this objective, we will:

- Make available online, via the school website, this RSE Policy and the PSHE Policy
- Answer any questions that parents may have about the RSE/PSHE education of their children
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in our school.

Although the majority of RSE is now statutory, we have committed to retain parent's right to withdraw their child/ren from the non-statutory components of RSE. There is no right to withdraw from Relationships Education, Health Education or from any elements in the National Curriculum as part of Science.

The school follows DfE guidance that states that: The Head teacher will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum. **(DfE 2021)**

If a parent/carer wishes to withdraw their child, they need to have a discussion with the head teacher, so that the head teacher is aware of the reasons and can provide alternative arrangements for teaching and learning for the pupil(s) concerned.

The only lessons parents may withdraw their child from are in Summer 2 Changing me, which cover 'Having a baby' and 'Conception to birth'. Children are required to be included in the teaching of conception at a basic level, as it is included in statutory science where it discusses the meeting of sperm and egg, as well as basic details around giving birth

Relationships education is compulsory and so the statutory element of science is combined with the discussion of relationships education when being delivered.

All other areas of the curriculum used fall under statutory relationships education, the National Curriculum of science, statutory health education (which includes puberty) or the school's On-line Safety Policy. In view of the cross curricular nature of the school's teaching, it is impossible to guarantee that any children will be excluded from discussions of RSE matters which arise outside specific sex education classes.

Our termly Parent Council Meetings provide opportunities for parents to discuss our school policies and to give feedback, or to raise questions. This helps ensure that our policies are accessible to parents, as well as supporting policy development with staff.

## 5. Roles and Responsibilities

It is the responsibility of our whole school community to ensure that all children can learn and all adults can work safely and happily in school.

| <b>Governors' Role and Responsibilities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b><u>Role</u></b> <ul style="list-style-type: none"><li>• Promote the wellbeing and ensure the safeguarding of all pupils in school</li><li>• Ensure the school carries out both the letter and the spirit of the legislation and statutory duties, and observes national and local guidance</li><li>• Provide leadership to ensure the development, implementation and regular review of the RSE and PSHE policies.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b><u>Policy development and implementation</u></b> <ul style="list-style-type: none"><li>• Through consultation with all stakeholders, develop a written statement of principles regarding the anti-bullying work of the school;</li><li>• Guide the head Teacher in determining and implementing measures, based on the statement of principles, which promote good behaviour throughout the whole school community;</li><li>• There is a named governor (<b>Rosie Hudson</b>) with a particular brief to oversee the RSE/PSHE work within school;</li><li>• Publish and keep under annual review the RSE and PSHE Policy;</li><li>• Review the policy in consultation with pupils, parents/carers and staff and ensure that it is informed by, and responsive to, their experiences;</li><li>• Ensure that the school makes use of monitoring data and understands its implications for the development of policies, procedures and practice.</li></ul> |
| <b><u>Behaviour</u></b> <ul style="list-style-type: none"><li>• To be a consistent role model for staff, pupils and the school community;</li><li>• Celebrate and share examples of good practice among staff and pupils.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| <b>Headteachers and Senior Staff with Key Responsibilities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b><u>Role</u></b> <ul style="list-style-type: none"><li>• Build and maintain a school ethos which is welcoming, supportive and inclusive of all pupils, parents/carers and staff;</li><li>• Promote a positive and safe learning environment for all pupils in the school;</li><li>• To provide appropriate induction and training to staff so that they can deliver the RSE confidently and accurately;</li><li>• Provide support for the governors through the development and implementation of an effective RSE/PSHE Policy;</li><li>• Ensure the voice of pupils, staff, parents and carers is heard and communicated to governors.</li></ul>                                                                                                                                                                                                           |
| <b><u>Policy development and implementation</u></b> <ul style="list-style-type: none"><li>• With the advice and guidance of governors and through consultation with staff, pupils, parents/carers and other stakeholders, develop, implement and review RSE/PSHE policy and measures which promote good behaviour, respect for others, and self-discipline amongst pupils;</li><li>• Ensure the effective communication of the policy to all pupils, staff and stakeholders;</li><li>• Ensure that pupils, staff, parents/carers and other stakeholders are involved in the creation of a positive school ethos;</li><li>• Provide structures and systems that respond effectively to pupils' views and ensure that all staff, pupils and other stakeholders are supported to participate in the review and impact assessment of RSE/PSHE policies.</li></ul> |
| <b><u>Behaviour</u></b> <ul style="list-style-type: none"><li>• Act as appropriate role models for all managers, staff, parents and pupils;</li><li>• Respond appropriately to stakeholder consultation and make sure suggestions, opinions and concerns are included in policy review and impact assessment.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| All teaching Staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b><u>Role</u></b></p> <ul style="list-style-type: none"> <li>• To teach RSE as part of the Personal, Social, Health Education (PSHE) curriculum;</li> <li>• To teach biological aspects within the science curriculum;</li> <li>• To be able to manage difficult questions and seek advice when needed;</li> <li>• To teach other relevant aspects in Religious and World Views education;</li> <li>• Teachers to deliver PSHE and RSE lessons. At Markyate, we believe that it is important that as this subject is personal and can contain some sensitive issues, it is vital the children are taught by someone who knows them well and they also know well and feel at ease with;</li> <li>• Promote the wellbeing and ensure the safeguarding of all pupils in school;</li> <li>• To understand that, as in all subjects, pupils learn about RSE in steps. This is stated in the DfE 2021 guidance:</li> </ul> <p>This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary. (DfE 2021)</p> <p>Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.</p> <p>From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them. (DfE 2021)</p> <p>The principles of positive relationships also apply online...Teachers should include content on how information and data is shared and used in all contexts, including online (DfE 2021).</p> <p>Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers. (DfE 2021)</p> |
| <p><b><u>Policy development and implementation</u></b></p> <ul style="list-style-type: none"> <li>• Observe and implement the school's RSE/PSHE policies and practices;</li> <li>• Contribute to consultations, reviews and impact assessments.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b><u>Behaviour</u></b></p> <ul style="list-style-type: none"> <li>• Model positive attitudes and relationships;</li> <li>• Promote the wellbeing of all pupils;</li> <li>• Promote a positive view of difference and challenge prejudice and stereotypical views both through classroom practice and by modelling positive behaviour and values;</li> <li>• Raise issues with line managers which could contribute to policy review and development.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

## 6. **Statutory Guidance and Links to School Policies**

Due to the nature of the subject, this policy should be read and implemented in conjunction with other DfE Guidance and school policies:

- Education Act (1996)
- Equality Act (2010)
- Learning and Skills Act (2000)
- Education & Inspections Act (2006)
- Keeping Children Safe in Education – statutory safeguarding guidance (2023)
- Children and Social work Act (2017)
- Statutory Guidance for Relationship Education, Relationships and Sex Education (RSE) and Health Education, published by the Department for Education (DfE) in June 2019
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained)
- PSHE Policy
- Child Protection Policy 2023
- Positive Behaviour Policy
- On-Line Safety Policy 2023



## **7. RSE Curriculum and Safeguarding**

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils know how to report concerns and seek advice when they suspect or know that something is wrong.

At Markyate Village School, we talk to the children about how they can report a worry in school. We call this our *Let's be Safe Flow Chart for Pupils* and it's part of our Child Protection Policy 2023. The Flow Chart is shared regularly in assemblies and is on a poster in all classrooms.(See Appendix 5).

At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children. This policy is part of a suite of safeguarding policies followed by the school. These include the Child Protection Policy, On-Line Policy, Positive Behaviour Policy and Attendance Policy.

Good practice allows children an open forum to discuss potentially sensitive issues, so teachers ensure that there is time for reflection following lessons and small group work is used appropriately. Such discussions can lead to increased safeguarding reports.

## **8. RSE Curriculum and SEND**

Our curriculum is adapted to meet the different needs of our children, including those with SEN. As set out in our Inclusion Policy, teachers ensure that Quality First Teaching supports inclusion so all our children can learn. We may also provide small group work or interventions to support children further. To help support children's RSE learning, additional resources may be used to support understanding of key concepts. These could include: the use of social stories to explain different reactions or feelings; the use of word cards to teach correct vocabulary; the use of puppets or dolls to teach positive relationships.

Pre-teaching, over teaching and recapping are also strategies that can be used to help teach children in small steps the key concepts within the RSE curriculum.

Staff will discuss with parents at the start of the summer term, the curriculum coverage and how the concepts will be taught. We encourage parents to have open, supportive conversations with their child at home to provide children with further time to process information and to ask questions if needed. This can prevent anxiety developing.

Our termly SEN Coffee mornings also provide an opportunity for parents to talk about the development of their children, discuss the curriculum provision and share ideas.

This RSE Policy links also to our Inclusion Policy, our SEND Information Report and our Equity Policy.

## **9. Managing Difficult Conversations**

Staff at Markyate Village School understand that the RSE curriculum may feel challenging to some children, leaving them feeling embarrassed or wanting to ask wider questions. Staff therefore provide different formats for teaching that include: whole class teaching, teaching to girls and boys separately, small group learning, the use of videos, the use of biology / science based teaching and post-it questions.

We also provide our staff with a range of resources so that they feel well equipped to deliver comprehensive teaching of the RSE curriculum and confident to answer questions.

For example, we use resources provided by the PSHE Association; <https://pshe-association.org.uk>

## **10 Transition from Year 6 to Year 7**

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. At Markyate Village School, we ensure through our application of the Jigsaw RSE / PSHE programme, that sex education teaching is tailored to the age and the physical and emotional maturity of the pupils. Teaching ensures that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. As well as consulting parents more generally about the school's overall policy, we use our Meet the Teacher parent meetings to brief and consult parents about the detailed content of what will be taught in this part of our curriculum so that it meets the needs of all pupils.

\*

| Appendix 1 Curriculum Topics |                                        |                                                                               |                                                                                             |                                                                                                |                                                                                                                    |
|------------------------------|----------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| EYFS                         | KS1                                    |                                                                               |                                                                                             |                                                                                                |                                                                                                                    |
|                              |                                        |                                                                               |                                                                                             |                                                                                                |                                                                                                                    |
| Term                         | Unit Title                             |                                                                               | Reception                                                                                   | Year 1                                                                                         | Year 2                                                                                                             |
| Autumn                       | Self-Awareness and Differences         |                                                                               |                                                                                             | There’s no one quite like me.<br>You and Me                                                    | Wonderful Me<br>Grace and Tracey                                                                                   |
| Spring                       | Feelings and Behaviour                 |                                                                               |                                                                                             | Sometimes I Feel<br>Caring and Sharing                                                         | How Do I Feel<br>I am Learning To                                                                                  |
| Summer                       | Reproduction and Growth<br><br>Changes |                                                                               | Personal safety<br>Personal Hygiene<br>Gender Differences                                   | Gender Differences<br>Relationships<br>Communication<br><br>Belonging and co-operating         | Reproduction<br>Growth<br>Developing Relationships<br><br>Getting on with others                                   |
| <u>KS2</u>                   |                                        |                                                                               |                                                                                             |                                                                                                |                                                                                                                    |
| Autumn                       | Self-Awareness and Differences         | Getting to know me                                                            | The Real Me                                                                                 | Myself and my Attributes                                                                       | Who Am I?                                                                                                          |
| Spring                       | Feelings and Behaviour                 | Feeling Good<br>Feeling Sad<br><br>Why Should I?<br><br>Take care Be safe     | Difficult Feelings<br><br>Growing Means Changing                                            | I have feelings<br><br>Valuing Self and others<br><br>Stay Safe and Healthy                    | Dealing with Feelings<br><br>Speaking up for me<br><br>Healthy Habits                                              |
| Summer                       | Relationships<br><br>Changes           | I belong<br><br>Families<br><br>The Body<br><br>Changes<br><br>Personal Space | Who Influences Me<br>Friendships<br><br>Body Parts<br><br>Reproduction<br><br>Relationships | Making Good choices<br><br>Ups and Downs<br><br>Relationships<br><br>Body Image<br><br>Puberty | Decisions, Decisions<br><br>Working at harmony<br><br>Body image<br><br>Changing relationships<br><br>Reproduction |

## Appendix 2: Pupil Teaching and Learning Coverage (Early Years to Year 6)

|                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><u>Families and People who care for me</u></b></p> | <p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong;</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>                                                                                                                                                                                                                                                                                                                                   |
| <p><b><u>Caring Friendships</u></b></p>                  | <p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends;</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded;</li> <li>• 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;</li> <li>• 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.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b><u>Respectful relationships</u></b></p>            | <p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships;</li> <li>• the conventions of courtesy and manners;</li> <li>• the importance of self-respect and how this links to their own happiness;</li> <li>• 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.</li> </ul> <p>Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive;</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> |

Together we Aspire, Strive and Achieve

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|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Online relationships</u></b> | <p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not;</li> <li>• 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;</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them;</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met;</li> <li>• how information and data is shared and used online.</li> </ul>                                                                                                                                                                                                                                                                                                          |
| <b><u>Being safe</u></b>           | <p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context);</li> <li>• 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;</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact;</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult;</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard;</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so;</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul> |

### Appendix 3: Aims of the School

Markyate Village and Nursery School aims to:

1. provide a safe, supportive and stimulating learning environment where children can achieve their full potential

*by becoming independent and effective learners with the confidence to initiate opportunities, ask questions and take risks to further their knowledge*

2. provide an ambitious and interesting curriculum across all subjects that inspires children and enables learning

- *through purposeful, sequenced lessons that build children's knowledge and understanding;*
- *through differentiated planning that meets individual needs;*
- *through clear goals and opportunities to celebrate achievement;*
- *through the continuing professional development of staff.*

3. develop the school community

- *by encouraging the emotional and social development of children through the promotion of values such as honesty, mutual respect and personal responsibility, and high standards of behaviour;*
- *by establishing an effective and rewarding partnership with parents.*

#### Appendix 4 – Golden Rules

We have a set of Golden Rules which help us to work together to ensure we are happy, confident learners in a successful school.

|                           |                                                                                                                                                                                                                                                                |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>We are listeners</b>   | <ul style="list-style-type: none"><li>• We actively listen to and follow adult instructions at all times.</li><li>• We positively listen to other people's opinions and ideas.</li><li>• We understand that listening is a key skill in our learning</li></ul> |
| <b>We are learners</b>    | <ul style="list-style-type: none"><li>• We are enthusiastic learners who aim high in everything that we do.</li><li>• We are helpful and always try our best.</li><li>• We take pride in our school</li></ul>                                                  |
| <b>We are responsible</b> | <ul style="list-style-type: none"><li>• We take responsibility for ourselves and our actions</li><li>• We are honest</li><li>• We work and play together, making sure everyone feels included</li></ul>                                                        |
| <b>We are respectful</b>  | <ul style="list-style-type: none"><li>• We respect and consider other people's views.</li><li>• We are always polite.</li><li>• We look after our belongings and our school environment.</li></ul>                                                             |

## Let's be Safe Flow Chart for Pupils

**What should I do if I am worried about something....?**



**1. I can go to the  
Chat and Draw Club**



**2. I can use my  
Protective Hand**



**3. I can use the  
Class Post Box**



**4. I can call  
Childline 0800 1111**



**What happens next....?**

- We can help sort out a problem (no problems are too big)
- We can give you advice on lots of things
- You can meet with Mrs McGeachy for a chat
- We can help with social media worries (talking on-line, using apps, gaming)
- We can help you to make the next step.... because we're here to help.