



Pewsey Primary School

Relationships & Sex Education RSE

Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory Requirements

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

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

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

We must also have regard to our 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 Pewsey Primary School, we teach RSE as set out in this policy.

Policy Development

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

1. Review Mrs. S Kemp 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 and any interested parties were invited to send comments about the policy via email (due to the Covid-19 virus and school closure)
4. Ratification – once amendments were made, the policy was shared with governors and ratified

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.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We use the Health Education Partnership PSHE and Wellbeing Scheme of Work: http://www.healtheducationpartnership.com/resources/HEP_Primary_PSHE_Framework.pdf . We also use resources from Jigsaw PSHE and Kapow Well-being when they are appropriate. For Online Safety and Relationship work, we use Project Evolve- this is mapped out on an preview document for children in Year 1 to 6.

In Early Years Foundation Stage 2,

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

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 Appendix 1.

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).

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

For more information about our RSE curriculum, see Appendix 1.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some

children may have a different structure of support around them (for example: looked after children or young carers).

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, and 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
- 1:1 discussions
- Digital formats

Careful consideration will be given to the level of differentiation needed.

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

Roles and Responsibilities

Governing Body

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

Head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress

Key Stages 1 and 2: Suggested Programme of Study from The PSHE Association.

Core Theme 1: Health and wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the wider world – including, Economic wellbeing and being a responsible citizen
Pupils should be taught:	Pupils should be taught:	Pupils should be taught:
11. What is meant by a healthy lifestyle	1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts	1. About respect for self and others and the importance of responsible behaviours and actions
12. How to maintain physical, mental and emotional health and wellbeing	2. How to recognise and manage emotions within a range of relationships	2. About rights and responsibilities as members of families, other groups and ultimately as citizens and the notion of universal human rights
13. How to manage risks to physical and emotional health and wellbeing. Risk identification, assessment and how to manage risk.; behaviours and strategies to use in different situations. ^{SG}	3. How to recognise risky or negative relationships including all forms of bullying and abuse	3. About different groups and communities
14. Ways of keeping physically and emotionally safe ^{SG}	4. How to respond to risky or negative relationships and ask for help ^{SG}	4. To respect equality and to be a productive member of a diverse community
15. About managing change, such as puberty, transition and loss ^{SG}	5. How to respect equality and diversity in relationships.	5. About the importance of respecting and protecting the environment
16. How to make informed choices about health and wellbeing and to recognise sources of help with this		6. About where money comes from, keeping it safe and the importance of managing it effectively
17. How to respond in an emergency		7. How money plays an important part in people's lives
18. To identify different influences on health and wellbeing		8. A basic understanding of enterprise.
19. What 'privacy' means and about their right to keep things some things 'private' ^{SG}		
20. The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)		
21. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request ^{SG} 10 & 11 are (in addition) for KS 2		

Reception:

Early Years/Foundation		National Curriculum target links:	
		Healthy and safe Anti-bullying Values – inc. diversity and equal opportunities	Emotional Health Citizenship / British Values
		^{SG} = contributes to safeguarding	
Core Theme	Autumn Term	Spring Term	Summer Term
Health and Wellbeing	My identity and skills Emotional Health Children will learn: <ul style="list-style-type: none"> about where they live and belong and what they can do Children should: <ul style="list-style-type: none"> be aware of themselves and their skills 	Self awareness Emotional Health Children will learn: <ul style="list-style-type: none"> about feelings and goals Children should: <ul style="list-style-type: none"> be able to set a target for themselves 	Developing skills Emotional Health Children will learn: <ul style="list-style-type: none"> about how they are improving Children should: <ul style="list-style-type: none"> be able to talk about growing Keeping well and clean Healthy and safe Children will learn: <ul style="list-style-type: none"> about basic hygiene Children should: <ul style="list-style-type: none"> know how to keep themselves clean
Relationships	Safe and unsafe^{SG} Healthy and safe Children will learn: <ul style="list-style-type: none"> who keeps them safe and how about what is safe and unsafe Children should: <ul style="list-style-type: none"> be able to talk about how to keep safe 	Friendship Anti-bullying Emotional Health Values Children will learn: <ul style="list-style-type: none"> what friends are Children should: <ul style="list-style-type: none"> be able to communicate their feelings to others, to recognise how others show feelings and how to respond be able to talk about what makes a good friend recognise how their behaviour affects other people 	Special people Emotional Health Values Children will learn: <ul style="list-style-type: none"> who are special people and that everyone's are different more about how people feel Children should: <ul style="list-style-type: none"> recognise similarities and differences in families
Living in the Wider	Keeping safe	Accidents and prevention	More co-operative learning

Early Years/Foundation		National Curriculum target links: ^{SG} = contributes to safeguarding	Healthy and safe Anti-bullying Values – inc. diversity and equal opportunities	Emotional Health Citizenship / British Values
Core Theme	Autumn Term	Spring Term	Summer Term	
World	<p>Healthy and safe Citizenship / British Values – participation, rights & responsibilities</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about how to co-exist and be helpful what 'privacy' means and about their right to keep some things 'private'^{SG} <p>Children should:</p> <ul style="list-style-type: none"> be able to say why we need rules and give some examples 	<p>Healthy and safe</p> <p>Children will learn:</p> <ul style="list-style-type: none"> what accidents are <p>Children should:</p> <ul style="list-style-type: none"> understand about safe and unsafe places to play^{SG} <p>Co-operative skills Citizenship / British Values – democracy and responsibilities</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about rules for games and who makes them <p>Children should:</p> <ul style="list-style-type: none"> be able to take part in a class vote 	<p>Citizenship / British Values – participation, sense of community</p> <p>Children will learn:</p> <ul style="list-style-type: none"> how to contribute to the life of the classroom to help construct, and agree to follow, group and class rules and to understand how these rules help them^{SG} <p>Children should: participate in co-operative learning games -</p> <ul style="list-style-type: none"> that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) that they belong to various groups and communities such as family and school what improves and harms their local, natural and built environments and about some of the ways people look after them that money comes from different sources and can be used for different purposes, including the concepts of spending and saving about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices 	

Year 1:

Key Stage 1: Year 1		National Curriculum target links: ^{SG} = contributes to safeguarding	Healthy and safe Anti-bullying Values – inc. diversity and equal opportunities	Emotional Health Citizenship / British Values
Core Theme	Autumn Term	Spring Term	Summer Term	
Health and Wellbeing	<p>Awareness of feelings Emotional Health – self esteem/awareness</p> <p>Children will learn:</p> <ul style="list-style-type: none"> How to tell how people are feeling What 'privacy' means^{SG} <p>Children should:</p> <ul style="list-style-type: none"> Be able to show some self-awareness <p>Keeping well and clean Healthy and safe</p> <p>Children will learn:</p> <ul style="list-style-type: none"> how some diseases are spread and can be controlled and about the responsibilities they have for their own health and that of others <p>Children should:</p> <ul style="list-style-type: none"> know how to keep themselves clean and how to brush their teeth effectively 	<p>Parts of the body Healthy and safe</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about their bodies and how they work about the similarities and differences between boys and girls <p>Children should:</p> <ul style="list-style-type: none"> be able to name the main parts of the body (including external genitalia)^{SG} <p>Growing and changing</p> <p>Children will learn:</p> <ul style="list-style-type: none"> more about what happens as things grow <p>Children should:</p> <ul style="list-style-type: none"> be able to describe some elements of the growth cycle 	<p>Feeling unsure Healthy and safe Emotional Health</p> <p>Children will learn:</p> <ul style="list-style-type: none"> that household products, including medicines, can be harmful if not used properly about feeling worried about their right to keep things some 'private'^{SG} <p>Children should:</p> <ul style="list-style-type: none"> know how to protect themselves 	
Relationships	<p>Who are our friends? Emotional Health – self awareness Healthy and safe</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about different types of friends, including grown-ups the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises^{SG} the importance of respecting others' privacy 	<p>Losing and finding Emotional Health – self esteem</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about what happens when things get lost or change <p>Children should:</p> <ul style="list-style-type: none"> be able to express how they feel when they lose something or if things change (including moving home, losing toys, pets or friends) 	<p>Memories and growing up Emotional Health – self esteem Values</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about special memories <p>Children should:</p> <ul style="list-style-type: none"> make a memory box and choose contents 	

Key Stage 1: Year 1		National Curriculum target links: ^{SG} = contributes to safeguarding		Healthy and safe Anti-bullying Values – inc. diversity and equal opportunities	Emotional Health Citizenship / British Values
Core Theme	Autumn Term	Spring Term	Summer Term		
	Children should: <ul style="list-style-type: none"> be able to talk about good and not so good feelings^{SG} be able to talk about friends begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings^{SG} 				
Living in the Wider World	Persuasion /reality Emotional Health Anti-bullying Citizenship - responsibilities Children will learn: <ul style="list-style-type: none"> more about differences between fantasy and reality Children should: <ul style="list-style-type: none"> understand the difference between these Being different Values – diversity and equal opportunities Citizenship / British Values – sense of community Children will learn: <ul style="list-style-type: none"> more about other people’s opinions and views Children should: <ul style="list-style-type: none"> be able to construct a simple survey 	Sustainable development Citizenship / British Values Children will learn: <ul style="list-style-type: none"> about the environment Children should: <ul style="list-style-type: none"> take part in a class recycling activity 	Looking after myself Citizenship / British Values – world of work Healthy and safe Children will learn: <ul style="list-style-type: none"> more about road safety and who helps us keep safe^{SG} Children should: <ul style="list-style-type: none"> understand the role of the emergency services^{SG} 		

Year 2:

Key Stage 1: Year 2		National Curriculum target links: ^{SG} = contributes to safeguarding		Healthy and safe Anti-bullying Values – inc. diversity and equal opportunities	Emotional Health Citizenship / British Values
Core Theme	Autumn Term	Spring Term	Summer Term		
Health and Wellbeing	Healthy people Healthy and safe Children will learn: <ul style="list-style-type: none"> about what healthy people do. This should include learning about the benefits of rest and exercise. Children should: <ul style="list-style-type: none"> be able to describe the components of a healthy day be able to recognise what they like and dislike, and recognise that choices can have good and not so good consequences^{SG} research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people 	About my body Emotional Health – self esteem Children will learn: <ul style="list-style-type: none"> more about parts of the body and how the body works^{SG} Children should: <ul style="list-style-type: none"> be able to show understanding of key bodily functions^{SG} Keeping fit Healthy and safe Children will: <ul style="list-style-type: none"> learn about exercise and what makes places healthy begin to learn how to make real, informed choices that improve their physical and emotional health^{SG} Children should: <ul style="list-style-type: none"> plan and carry out a programme of exercise 	Mums and babies – how we grew Emotional Health Children will learn: <ul style="list-style-type: none"> about babies and birth about the process of growing from young to old how people’s needs change and responsibilities that increasing independence may bring^{SG} Children should: <ul style="list-style-type: none"> if possible bring in photographs of themselves / their parents/carers at different stages from birth till now. Healthy eating Healthy and safe Children will learn: <ul style="list-style-type: none"> about what food is healthy Children should: <ul style="list-style-type: none"> use their learning to plan a healthy lunchbox 		
Relationships	Same and different – being truthful Emotional Health Anti-bullying Children will learn: <ul style="list-style-type: none"> about truth and lies^{SG}, and more about diversity Children should: <ul style="list-style-type: none"> be able to show what constitutes a good friend 	Making and breaking friendships Emotional Health Values Children will learn: <ul style="list-style-type: none"> about when friendships break up, or people move away Children should: <ul style="list-style-type: none"> understand about the feelings associated with this^{SG} 	Mums and babies Emotional Health Children will learn: <ul style="list-style-type: none"> that babies need care and attention (love) in order to calm them if they are upset Children should: <ul style="list-style-type: none"> plan a visit by a Mum and formulate questions 		

Key Stage 1: Year 2		National Curriculum target links:	Healthy and safe Anti-bullying Values – inc. diversity and equal opportunities	Emotional Health Citizenship / British Values
Core Theme	Autumn Term	Spring Term	Summer Term	
	<p>recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>Coping with conflict</p> <p>Emotional Health Anti-bullying</p> <p>Children will learn:</p> <ul style="list-style-type: none"> more about teasing and bullying^{SG} that there are different types of teasing and bullying, that these are wrong and unacceptable^{SG} the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities^{SG} how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help^{SG} <p>Children should:</p> <ul style="list-style-type: none"> know why this is wrong and how to get help.^{SG} recognise when people are being unkind either to them or others, how to respond, who to tell and what to say^{SG} 	<p>Variety of relationships</p> <p>Emotional Health Values Healthy and safe</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about people who look after them, their family networks, who to go to if they are worried and how to attract their attention^{SG}, ways that pupils can help these people to look after them to identify their special people (family, friends, carers), what makes them special and how special people should care for one another^{SG} <p>Children should:</p> <ul style="list-style-type: none"> recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'^{SG} know what 'privacy' means^{SG} 	<p>Personal Identity</p> <p>Emotional Health – self esteem</p> <p>Children will learn:</p> <ul style="list-style-type: none"> to set simple but challenging goals <p>Children should:</p> <ul style="list-style-type: none"> be able to learn from their experiences be able to recognise and celebrate their strengths <p>Personal Safety</p> <p>Healthy and safe Emotional Health</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about who to talk to if they have concerns, questions or worries^{SG} about the things they should not keep 'private';^{SG} <p>Children should:</p> <ul style="list-style-type: none"> know the difference between secrets and surprises and understanding not to keep adults' secrets^{SG} 	

Key Stage 1: Year 2		National Curriculum target links:	Healthy and safe Anti-bullying Values – inc. diversity and equal opportunities	Emotional Health Citizenship / British Values
Core Theme	Autumn Term	Spring Term	Summer Term	
Living in the Wider World	<p>Money and shopping</p> <p>Citizenship / British Values – financial capability</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about money and spending <p>Children should:</p> <ul style="list-style-type: none"> be able to role-play simple financial transactions 	<p>Our school community</p> <p>Citizenship / British Values – sense of community</p> <p>Children will learn:</p> <ul style="list-style-type: none"> rules for and ways of keeping physically and emotionally safe^{SG} (including road safety, cycle safety (through bikeability programme) rules for safety in the environment (including rail, water and fire safety)^{SG} about safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets)^{SG} to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) to offer constructive support and feedback to others to identify and respect the differences and similarities between people about the importance of respecting others' privacy <p>Children should:</p> <ul style="list-style-type: none"> share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class use various media to illustrate this 	<p>Special days</p> <p>Values – diversity and equal opportunities</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about a range of festivals <p>Children should:</p> <ul style="list-style-type: none"> demonstrate this learning at an assembly or display <p>Global food</p> <p>Citizenship / British Values – sustainable development, government</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about where food comes from <p>Children should:</p> <ul style="list-style-type: none"> learn more about the ethics of food supply 	

Year 3:

Key Stage 2: Year 3		National Curriculum target links:	Healthy and safe Anti-bullying Values – inc. diversity and equal opportunities	Emotional Health Citizenship / British Values
		^{SG} = contributes to safeguarding		
Core Theme	Autumn Term	Spring Term	Summer Term	
Health and Wellbeing	Emotions and feelings –(looking at pressure) Emotional Health Anti-bullying Children will learn: <ul style="list-style-type: none"> how to deal with feelings, how to cope with pressure ^{SG} what positively and negatively affects their physical, mental and emotional health ^{SG} (including the media) Children should: <ul style="list-style-type: none"> know who they can talk to if they are beginning to feel pressured ^{SG} Keeping safe Healthy and safe Children will learn: <ul style="list-style-type: none"> about risks they may face ^{SG} that bacteria and viruses can affect health and that following simple routines can reduce their spread ^{SG} Children should: <ul style="list-style-type: none"> be able to describe what risk is and how this may affect decisions ^{SG} 	Feeling sad and making choices Emotional Health – self awareness Children will learn: <ul style="list-style-type: none"> that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) ^{SG} about critical thinking and decision making Children should: <ul style="list-style-type: none"> be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) ^{SG} know about their right to keep certain things ‘private’ be able to write about feelings ^{SG} Relationship and sex Education Healthy and safe Children will learn: <ul style="list-style-type: none"> about gender, growing and reproducing Children should: <ul style="list-style-type: none"> be aware of differences and reproductive processes 	Accidents and prevention Healthy and safe Citizenship / British Values – rights and responsibilities Children will learn: <ul style="list-style-type: none"> about outdoor places and how to behave responsibly Children should: <ul style="list-style-type: none"> produce a display on outdoor risks Drug Education Healthy and safe Children will learn: <ul style="list-style-type: none"> about medicines and everyday drugs and how to deal with unhelpful pressure ^{SG} school rules about health and safety, basic emergency aid procedures, where and how to get help ^{SG} Children should: <ul style="list-style-type: none"> be able to ask for help or assistance ^{SG} 	

Key Stage 2: Year 3		National Curriculum target links:	Healthy and safe Anti-bullying Values – inc. diversity and equal opportunities	Emotional Health Citizenship / British Values
		^{SG} = contributes to safeguarding		
Core Theme	Autumn Term	Spring Term	Summer Term	
Relationships	Looking after others Citizenship / British Values – rights and responsibilities Emotional Health Children will learn: <ul style="list-style-type: none"> about behaving responsibly ^{SG} the importance of respecting others’ privacy Children should: <ul style="list-style-type: none"> have looked after a toy pet, and recorded this be able to talk about feelings ^{SG} recognise and respond appropriately to a wider range of feelings in others 	Families who live far away Values – diversity Children will learn: <ul style="list-style-type: none"> about extended families Children should: <ul style="list-style-type: none"> be able to discuss issues for families living overseas Healthy relationships Healthy and safe Children will learn: <ul style="list-style-type: none"> what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships ^{SG} Children should: <ul style="list-style-type: none"> recognise ways in which a relationship can be unhealthy and who to talk to if they need support ^{SG} 	Special people in school Emotional Health – self awareness Children will learn: <ul style="list-style-type: none"> about different roles in school Children should: <ul style="list-style-type: none"> conduct an interview Peer influence/pressure Healthy and safe Children will learn: <ul style="list-style-type: none"> that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources ^{SG}, including people they know and the media the responsible use of mobile phones and safe user habits (time limits, use of passcode, turning it off at night etc.) ^{SG} how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share ^{SG} Children should: <ul style="list-style-type: none"> be able to describe how to deal with unhelpful pressure ^{SG} be able to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. ^{SG} 	

Key Stage 2: Year 3		National Curriculum target links: ^{SG} = contributes to safeguarding	Healthy and safe Anti-bullying Values – inc. diversity and equal opportunities	Emotional Health Citizenship / British Values
Core Theme	Autumn Term	Spring Term	Summer Term	
Living in the Wider World	Councillors –what do they do? Citizenship / British Values – rights and responsibilities, democracy and government Children will learn: <ul style="list-style-type: none"> • why and how rules and laws that protect themselves and others are made and enforced,^{SG} why different rules are needed in different situations and how to take part in making and changing rules • that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment • about school and local democracy Children should: <ul style="list-style-type: none"> • show an understanding of the role of a school councillor • resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices 	Where do things come from? Citizenship / British Values – sustainable development, environment Children will learn: <ul style="list-style-type: none"> • about sources of products and Fairtrade Children should: <ul style="list-style-type: none"> • be able to debate about ethics Me and my community? Citizenship / British Values Children will learn: <ul style="list-style-type: none"> • what being part of a community means, and about the varied institutions that support communities locally and nationally Children should: <ul style="list-style-type: none"> • recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing 	Our ideal community Citizenship / British Values – sense of community, participation, world of work Children will learn: <ul style="list-style-type: none"> • about how community facilities work Children should: <ul style="list-style-type: none"> • produce a map of the community 	

Year 4:

Key Stage 2: Year 4		National Curriculum target links: ^{SG} = contributes to safeguarding	Healthy and safe Anti-bullying Values – inc. diversity and equal opportunities	Emotional Health Citizenship / British Values
Core Theme	Autumn Term	Spring Term	Summer Term	
Health and Wellbeing	Healthy eating Healthy and safe Children will learn: <ul style="list-style-type: none"> • about what food is healthy and why • to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet Children should: <ul style="list-style-type: none"> • be able to design a series of healthy menus and compare these with each other and the food offered in school Sex Education Emotional Health – self awareness Children will learn: <ul style="list-style-type: none"> • how their body will change as they approach and move through puberty^{SG} Children should: <ul style="list-style-type: none"> • be able to recognise changes to their own bodies • be able to manage requests for images of themselves or others and realise what is appropriate and inappropriate^{SG} 	Drug education Healthy and safe Children will learn: <ul style="list-style-type: none"> • about the effects of smoking and how to make safe decisions^{SG} Decision making Healthy and safe Children will learn: <ul style="list-style-type: none"> • how to make informed choices (including recognising that choices can have positive, neutral and negative consequences)^{SG} Children should: <ul style="list-style-type: none"> • be able to describe the effects of smoking and how to make safe decisions^{SG} • begin to understand the concept of a 'balanced lifestyle' Strong feelings Emotional Health Children will learn: <ul style="list-style-type: none"> • about strong feelings and mood swings^{SG} Children should: <ul style="list-style-type: none"> • be able to express these feelings in writing^{SG} 	Relationship and sex education Healthy and safe Emotional Health Children will learn: <ul style="list-style-type: none"> • about the emotional changes they may experience during puberty Children should: <ul style="list-style-type: none"> • understand how they will begin to change Rights and responsibilities Emotional Health Citizenship / British Values – rights and responsibilities Children will learn: <ul style="list-style-type: none"> • about types of behaviour and their consequences Children should: <ul style="list-style-type: none"> • be able to give examples of right and wrong • know what 'privacy' means and about the importance of keeping things 'private' and what not to keep private.^{SG} • know the importance of respecting others' privacy • recognise that their increasing independence brings increased responsibility to keep themselves and others safe^{SG} 	

Key Stage 2: Year 4		National Curriculum target links: ^{SG} = contributes to safeguarding	Healthy and safe Anti-bullying Values – inc. diversity and equal opportunities	Emotional Health Citizenship / British Values
Core Theme	Autumn Term	Spring Term	Summer Term	
Relationships	<p>Types of relationship Healthy and safe Emotional Health – self awareness Values</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about different types of relationships including friends and families, civil partnerships and marriage that civil partnerships and marriage are examples of stable, loving relationships and 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 that commitment <p>Children should:</p> <ul style="list-style-type: none"> understand that there are a variety of relationships <p>Loss and separation Emotional Health</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about how it feels to lose someone <p>Children should:</p> <ul style="list-style-type: none"> be able to identify who can help them with difficult feelings^{SG} 	<p>Persuasion and pressure Anti-bullying</p> <p>Children will learn:</p> <ul style="list-style-type: none"> that their actions affect themselves and others^{SG} about the concept of ‘keeping something confidential or secret’^{SG}, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’^{SG} <p>Children should:</p> <ul style="list-style-type: none"> be able to judge what kind of physical contact is acceptable or unacceptable and how to respond^{SG} be able to demonstrate some basic techniques for resisting pressure^{SG} 	<p>Exclusion/inclusion Anti-bullying Emotional Health</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about equal opportunities and their importance <p>Children should:</p> <ul style="list-style-type: none"> be able to show understanding of difference including disability recognise how images in the media do not always reflect reality and can affect how people feel about themselves deepen their understanding of good and not so good feelings^{SG}, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others 	

Key Stage 2: Year 4		National Curriculum target links: ^{SG} = contributes to safeguarding	Healthy and safe Anti-bullying Values – inc. diversity and equal opportunities	Emotional Health Citizenship / British Values
Core Theme	Autumn Term	Spring Term	Summer Term	
Living in the Wider World	<p>Media and the community Citizenship / British Values - participation, world of work, media literacy</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about how the media influences decisions^{SG} <p>Children should:</p> <ul style="list-style-type: none"> be able to hold a debate on a topical issue 	<p>Persuasion and pressure Anti-bullying Citizenship / British Values - media literacy</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about sources of persuasion including the media^{SG} <p>Children should:</p> <ul style="list-style-type: none"> be able to recognise some persuasive media tactics e.g. on television adverts^{SG} <p>Recycling project Citizenship / British Values – sustainable development, environmental participation</p> <p>Children will learn:</p> <ul style="list-style-type: none"> more about the local community <p>Children should:</p> <ul style="list-style-type: none"> be able to explain what can be recycled in their “local” recycling bins <p>Me in the Wider World Healthy and safe Citizenship / British Values - media literacy</p> <p>Children will learn:</p> <ul style="list-style-type: none"> the importance of protecting personal information, including passwords, addresses and images^{SG} <p>Children should:</p> <ul style="list-style-type: none"> deepen their understanding of risk by recognising, predicting and assessing risks in different situations^{SG} and deciding how to manage them responsibly (including sensible road use, cycle safety through a 	<p>Fundraising activities Citizenship / British Values – financial capability, rights and responsibilities, participation, world of work Emotional Health</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about what voluntary agencies do <p>Children should:</p> <ul style="list-style-type: none"> plan and undertake a simple fundraising project reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals 	

Key Stage 2: Year 4		National Curriculum target links: ^{SG} = contributes to safeguarding	Healthy and safe Anti-bullying Values – inc. diversity and equal opportunities	Emotional Health Citizenship / British Values
Core Theme	Autumn Term	Spring Term	Summer Term	
		bikeability programme and risks in their local environment) and to use this as an opportunity to build resilience <ul style="list-style-type: none"> design posters and materials to reflect this learning 		

Year 5:

Key Stage 2: Year 5		National Curriculum target links: ^{SG} = contributes to safeguarding	Healthy and safe Anti-bullying Values – inc. diversity and equal opportunities	Emotional Health Citizenship / British Values
Core Theme	Autumn Term	Spring Term	Summer Term	
Health and Wellbeing	Healthy lifestyles Healthy and safe Citizenship / British Values – rights and responsibilities Children will learn: <ul style="list-style-type: none"> about how their own lifestyle contributes to health ^{SG} what is meant by the term 'habit' and why habits can be hard to change about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact: understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers ^{SG} Children should: <ul style="list-style-type: none"> conduct a local survey to understand more about eating habits 	Gender differences and puberty Healthy and safe Children will learn: <ul style="list-style-type: none"> about development from birth and specific body parts ^{SG} Children should: <ul style="list-style-type: none"> be able to name these parts and understand their function ^{SG} Drug education Healthy and safe Children will learn: <ul style="list-style-type: none"> which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety ^{SG}, that some are legal, some are restricted and some are illegal to own, use and supply to others about alcohol, attitudes to drugs and making safe decisions in situations involving drugs ^{SG} Children should: <ul style="list-style-type: none"> be able to describe the short and long term effects of alcohol, discuss their views about drugs and make safe decisions about drug-related situations ^{SG} 	Sex Relationship Education Healthy and safe Children will learn: <ul style="list-style-type: none"> about human reproduction ^{SG} Children should: <ul style="list-style-type: none"> realise that human reproduction is an adult activity ^{SG} Setting personal goals Emotional Health Citizenship / British Values – rights and responsibilities Children will learn: <ul style="list-style-type: none"> how to set goals and targets for themselves Children should: <ul style="list-style-type: none"> produce a personal plan Personal Safety Emotional Health Citizenship / British Values – rights and responsibilities Children will learn: <ul style="list-style-type: none"> about situations which could cause them personal risk ^{SG} that everyone has human rights, all peoples, all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child ^{SG} that these universal rights are there to protect everyone and primacy over 	

Key Stage 2: Year 5		National Curriculum target links: ^{SG} = contributes to safeguarding	Healthy and safe Anti-bullying Values – inc. diversity and equal opportunities	Emotional Health Citizenship / British Values
Core Theme	Autumn Term	Spring Term	Summer Term	
			national law and family and community practices ^{SG} Children should: <ul style="list-style-type: none"> develop strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)^{SG} know what is meant by 'privacy' know that they have a right to keep things 'private'; the importance of respecting others' privacy 	
Relationships	Relationships Emotional Health Children will learn: <ul style="list-style-type: none"> more about a range of issues that can affect families about change, including transitions loss, separation, divorce and bereavement^{SG} how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share^{SG} Children should: <ul style="list-style-type: none"> be aware of some of the problems families/parents can face 	Coping with bullying Anti-bullying Emotional Health Children will learn: <ul style="list-style-type: none"> about how to deal with bullies^{SG} Children should: <ul style="list-style-type: none"> use role-play or other to demonstrate techniques they have learnt^{SG} 	Being left out Anti-bullying Children will learn: <ul style="list-style-type: none"> how it feels to be excluded or discriminated against^{SG} the responsible use of mobile phones: safe keeping and who to talk to if they feel uncomfortable or concerned by requests for personal images, or images of others.^{SG} Children should: <ul style="list-style-type: none"> be able to describe how this feels^{SG} 	
Living in the Wider	Stereotypes and changing	Democracy simulation	Global community project – Refugee Week	

Key Stage 2: Year 5		National Curriculum target links: ^{SG} = contributes to safeguarding	Healthy and safe Anti-bullying Values – inc. diversity and equal opportunities	Emotional Health Citizenship / British Values
Core Theme	Autumn Term	Spring Term	Summer Term	
World	Emotional Health Values Children will learn: <ul style="list-style-type: none"> that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) about images and stereotypes^{SG} Children should: <ul style="list-style-type: none"> be aware of the need to challenge these^{SG} Money and saving Citizenship / British Values – financial capability, work Children will learn: <ul style="list-style-type: none"> about saving and spending Children should: <ul style="list-style-type: none"> run a simple marketing project in teams 	Citizenship / British Values – democracy and government Children will learn: <ul style="list-style-type: none"> about how local democracy works Children should: <ul style="list-style-type: none"> use a simulation to develop understanding of democracy Diversity Values- diversity Children will learn: <ul style="list-style-type: none"> about the lives of people living in other places, and people with different values and customs^{SG} Children should: <ul style="list-style-type: none"> appreciate the range of national, regional, religious and ethnic identities in the United Kingdom^{SG} 	Citizenship / British Values – sustainable development Values- diversity Children will learn: <ul style="list-style-type: none"> about issues facing refugees, particularly in their local community^{SG} Children should: <ul style="list-style-type: none"> produce materials for Refugee Week for the school Working together Children will learn: <ul style="list-style-type: none"> how they can work together to bring about change Children should: <ul style="list-style-type: none"> listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns^{SG}, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view work collaboratively towards shared goals to develop strategies^{SG} to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber 	

Key Stage 2: Year 5		National Curriculum target links: SG = contributes to safeguarding	Healthy and safe Anti-bullying Values – inc. diversity and equal opportunities	Emotional Health Citizenship / British Values
Core Theme	Autumn Term	Spring Term	Summer Term bullying, use of prejudice-based language, how to respond and ask for help) SG	

Year 6:

Key Stage 2: Year 6		National Curriculum target links: SG = contributes to safeguarding	Healthy and safe Anti-bullying Values – inc. diversity and equal opportunities	Emotional Health Citizenship / British Values
Core Theme	Autumn Term	Spring Term	Summer Term of mobile phones; internet etc. SG – in reference possibly to ‘grooming’; cyber bullying; gang culture and possibly sexting • have a range of coping strategies	
Relationships	<p>Conflict resolution Emotional Health</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about how to deal with conflicts as they arise <p>Children should:</p> <ul style="list-style-type: none"> be able to suggest strategies for handling conflict SG be able to recognise and manage ‘dares’ SG be able to recognise how “peer acceptance” may be influential in their actions and behaviours SG <p>Secrets and dilemmas Values Healthy and safe</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about handling moral dilemmas and when to tell SG <p>Children should:</p> <ul style="list-style-type: none"> show understanding through role-play or other SG 	<p>Arguments and families Emotional Health</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about how families behave <p>Children should:</p> <ul style="list-style-type: none"> recognise that reaching positive solutions usually involves negotiation and compromise SG <p>Strong emotions Emotional Health</p> <p>Children will learn:</p> <ul style="list-style-type: none"> what is appropriate and inappropriate SG <p>Children should:</p> <ul style="list-style-type: none"> recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them SG be able to express what it means to be in charge 	<p>Relationship and sex education – what do we mean by love? Healthy and safe</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about parenting and love SG <p>Children should:</p> <ul style="list-style-type: none"> appreciate there are different types of love e.g. parental love, partner love, friendship love etc. SG be aware that marriage is a commitment freely entered into by both people, that no one should enter into marriage if they don’t absolutely want to do so SG <p>Racism and its consequences Values – diversity and equal opportunities</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about aggressive behaviour SG <p>Children should:</p> <ul style="list-style-type: none"> understand about bullying and racism SG 	
Living in the Wider World	Citizenship challenge / our neighbours Citizenship / British Values – sense of community	Democracy and decisions Citizenship / British Values	Celebration – supporting each other Citizenship / British Values – sense of community	

Key Stage 2: Year 6		National Curriculum target links: SG = contributes to safeguarding	Healthy and safe Anti-bullying Values – inc. diversity and equal opportunities	Emotional Health Citizenship / British Values
Core Theme	Autumn Term	Spring Term	Summer Term	
	<p>Children will learn:</p> <ul style="list-style-type: none"> more about people in their community <p>Children should:</p> <ul style="list-style-type: none"> be able to explain what local facilities exist in their community e.g. libraries, leisure centre etc. <p>Money and Me Citizenship / British Values – financial capability, rights and responsibilities world of work</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment about enterprise and the skills that make someone ‘enterprising’ <p>Children should:</p> <ul style="list-style-type: none"> develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT) SG explore and critique SG how the media present information structure and conduct interviews and compare results 	<p>Children will learn:</p> <ul style="list-style-type: none"> learn about government and parliament <p>Children should:</p> <ul style="list-style-type: none"> show understanding via letter writing understand the importance of respecting others’ privacy 	<p>Healthy and safe</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about the people who are responsible for helping them stay healthy and safe SG and ways that they can help these people about supporting each other <p>Children should:</p> <ul style="list-style-type: none"> produce a Year 4 resource <p>Racism and its consequences Values – diversity and equal opportunities</p> <p>Children will learn:</p> <ul style="list-style-type: none"> that actions have consequences – SG emotionally as well as physically and that bullying and racist behaviours are wrong <p>Children should:</p> <ul style="list-style-type: none"> understand about bullying and racism SG 	

Appendix 2- FORM TO BE COMPLETED BY PARENTS/ CARERS

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

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