

PSHCE

PSHCE POLICY

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| Policy Date: | March 2021 | Version: Summer Term 2021 (1) – Helen Nott – Subject Lead | | |
| Policy Review Date: | March 2023 | Mrs R Dulieu (Head teacher) | Signature | Date |
| Ratified by Governing Body: | | | | |
| Name: Raj Gill-Harrison | | Signature | | Date |

1. Curriculum Intent – PSHCE Curriculum Intent:

At St Mary's Fields Primary School PSHCE is at the heart of all we do and is embedded into our whole school culture. PSHCE skills underpin and are developed within the whole school curriculum, in order to develop the whole child and prepare them for life and living in a diverse twenty first century. Our PSHCE curriculum teaches the children to understand, self-reflect and value how they fit into and contribute to the world and enables our children to not only have a voice, but to use it in order to enquire, challenge and communicate their ideas and opinions confidently. We provide children with a strong understanding of the diverse and complex world around them and support them in playing a positive role in contributing to the school and the wider community. Children are encouraged to actively use and develop their character muscles in order to become a good citizen.

The PSHCE Curriculum supports the whole school curriculum intent by delivering a curriculum that:

- Supports the acquisition of new language through the explicit teaching of vocabulary.
- Ensures the children have the opportunity to make links within the subject, across subjects and to prior learning.
- Exposes children to a broad range of memorable experiences beyond the classroom, inspiring our pupils to build a wider cultural capital and support their learning of new vocabulary.
- Provides the opportunity for children to learn more about their own culture and that of others, through sharing and celebrating similarities and differences.
- Encourages children to know and understand the importance of and have the means to lead a healthy lifestyle that has physical and mental health at the heart of it **Skills**.
- Teaches children to not only have a voice, but also to use it in order to enquire, challenge and communicate their ideas and opinions.
- Supports children to develop skills of enquiry, creativity and evaluation
- Develops children's subject specific skills
- Requires children to develop skills to work collaboratively and independently in order to achieve better outcomes.
- Develops the child's key characteristics, which are essential for learning and living.

2. Organisation and planning - Implementation of the PSHCE Curriculum

Our Jigsaw PSHCE curriculum is designed to not only tackle a range of themes and issues, but also equips children with essential knowledge and skills needed for lifelong learning. Through carefully planned and resourced lessons, which support social, moral, spiritual and cultural development, children are taught the essential skills surrounding safeguarding issues and emotional well-being. The Jigsaw scheme of work not only covers the National Curriculum requirements, but also meets the specific needs of our pupils. The Jigsaw PSHCE curriculum has a comprehensive progression map, which shows the ongoing learning journey from EYFS to year 6. The Jigsaw scheme is complemented by the use of the 'Votes for Schools' lessons and assemblies which provide the children with the opportunity to ask questions and allows their voices to be heard. The 'Everyone's Welcome' resources support the delivery of the objectives outlined in the Equality Act 2010 and promotes equality for all sections of the community. The Route to Resilience character education is taught in all lessons and promotes self-esteem, self-reflection and self-development. The RSE development group agreed objectives cover our school's approach to

Relationship and Sex Education. It was produced by staff, governors and members of local schools through consultation with parents and other interested stakeholders.

The knowledge and skills progression map for PSHCE ([Appendix A](#)) is organised to ensure it is delivered in the manner it is intended.

The Relationships, Sex and Health Education Policy (RSHE) suits the local needs ([Appendix B](#)).

3. Legislation and guidance

This policy reflects the statutory guidance of the [National Curriculum programmes of study](#) and [Relationships, Health and Sex Education](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage 2020 – Early Adopters - framework](#).

4. Roles and responsibilities

4.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the head teacher to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

4.2 Head teacher

The head teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
 - The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
 - Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
 - They manage requests to withdraw children from curriculum subjects, where appropriate
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- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

4.3 Subject Leaders

Subject Leaders will ensure that their curriculum subject is implemented in accordance with this policy.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

6. Subject Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through planned Governor Visits, reading the end of year Governor’s Reports and Subject Action Plans and looking at subject data and outcomes.
- Subject Leaders monitor the way their subject is taught throughout the school by: planning scrutiny – looking at Knowledge Organisers – considering the coverage, taught knowledge, skills & vocabulary. Learning walks – which monitor the quality of teaching, ensuring this reflects the intent for the subject. The monitoring of work and outcomes – looking at the impact evidence - through the work in books, on display, videos, audio clips, child’s voice (speech bubbles on displays). Staff & pupil interviews to get the teachers and children’s opinions, which support measuring the impact.

- Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed and are responsible for the ordering of new resources and managing the associated budget.
- The Head Teacher and the Subject Leader will review this policy every two years. At every review, the policy will be shared with the governing board.

7. Links with other policies

This policy links to the following policies and procedures: The Assessment Policy & The Teaching & Learning Policy.

- EYFS policy
- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives
- Relationships, Health and Sex Education

Appendix A = Progression & Skills Map for PSHCE– pages 5 - 31

Appendix B = The Relationships, Sex and Health Education Policy (RSHE) 32 - 46

PSHCE- Progression of skills

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Being Me in My World | <p>Help other to feel welcome.</p> <p>Making our school a safer place.</p> <p>Thinking about our right to learn.</p> <p>Caring for others.</p> <p>Working well with others.</p> <p>Identify feelings associated with belonging</p> <p>Identify feelings of happiness and sadness</p> | <p>Explain why my class is a happy and safe place to learn.</p> <p>Give different examples where I or others make my class happy and safe.</p> <p>Understand that they are special that they are safe in their class</p> <p>Identify helpful behaviours to make the class a safe place</p> | <p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p> <p>Recognise own feelings and know when and where to get help</p> <p>Know how to make their class a safe and fair place</p> | <p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn.</p> <p>I can explain why it is important to feel valued.</p> <p>Recognise self-</p> | <p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p> <p>Identify the feelings associated with being included or excluded</p> <p>Can make others feel valued and included</p> <p>Be able to take on</p> | <p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school</p> | <p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p> <p>Be able to make others feel welcomed and</p> |

**Linked to
Jigsaw
PSHE
Scheme of
Learning
Everyone's
Welcome**

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| | <p>Skills to play cooperatively with others</p> <p>Be able to consider others' feelings</p> <p>Be responsible in the setting</p> <p>Key Question: How can we make other people feel welcome?</p> <p><u>Everyone's welcome</u></p> <p>Blue Chameleon</p> <p><i>I know that everyone is different in my class, and I can make friends with anyone.</i></p> <p>You Choose</p> <p><i>I can tell you the things I like and I can make</i></p> | <p>Identify what it's like to feel proud of an achievement</p> <p>Recognise feelings associated with positive and negative consequences</p> <p>Understand that they have choices</p> <p>Key Question: How can we make our school community a better place?</p> <p><u>Everyone's welcome</u></p> <p>Elmer</p> <p><i>I know the ways in which we are different and I know how to make my class welcoming.</i></p> | <p>Show good listening skills</p> <p>Recognise the feeling of being worried</p> <p>Be able to work cooperatively</p> <p>Key Question: What are our rights and responsibilities?</p> <p><u>Everyone's welcome</u></p> <p>The Odd Egg</p> <p><i>I know that things can go wrong, and I know that when things go wrong I can feel embarrassed and I can find a solution.</i></p> <p>My World Your World</p> | <p>worth</p> <p>Identify personal strengths</p> <p>Be able to set a personal goal</p> <p>Recognise feelings of happiness, sadness, worry and fear in themselves and others</p> <p>Make other people feel valued</p> <p>Develop compassion and empathy for others</p> <p>Be able to work collaboratively</p> <p>Key question: What makes a happy and healthy relationship?</p> <p><u>Everyone's welcome</u></p> <p>Beegu</p> <p><i>I know the behaviour that makes someone</i></p> | <p>a role in a group discussion / task and contribute to the overall outcome</p> <p>Can make others feel cared for and welcomed</p> <p>Recognise the feelings of being motivated or unmotivated</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p> <p>Know how to regulate my emotions</p> <p>Key question: What is democracy?</p> <p><u>Everyone's welcome</u></p> <p>The Flower</p> | <p>and a wider community context</p> <p>Be able to identify what they value most about school</p> <p>Identify hopes for the school year</p> <p>Empathy for people whose lives are different from their own</p> <p>Consider their own actions and the effect they have on themselves and others</p> <p>Be able to work as part of a group, listening and contributing effectively</p> <p>Understand why</p> | <p>valued</p> <p>Know own wants and needs</p> <p>Be able to compare their life with the lives of those less fortunate</p> <p>Demonstrate empathy and understanding towards others</p> <p>Can demonstrate attributes of a positive role-model</p> <p>Can take positive action to help others</p> <p>Be able to contribute towards a group task</p> <p>Know what effective group work is</p> |
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| | <p><i>my own mind up and I can ask others what they think.</i></p> | | <p><i>I know I live in the world and I know that the world is full of different people.</i></p> | <p><i>feel like an outsider and I know how to make someone feel welcome.</i></p> | <p><i>I know that we all have choices and I know why it's good to learn about new and different things.</i></p> <p>Dogs Don't Do Ballet</p> <p><i>I know what "assertive" means and I know why being assertive is sometimes hard.</i></p> | <p>the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p> <p>Know how to regulate my emotions</p> <p>Key question: How do rewards and consequences feel?</p> <p><u>Everyone's Welcome</u></p> <p>The Artist Who Painted a Blue Horse</p> <p><i>I Know that art can demonstrate freedom.</i></p> <p>How To Heal A Broken Wing</p> <p><i>I know that people have different life experiences and I can empathise with others.</i></p> | <p>Know how to regulate my emotions</p> <p>Key question: What are our responsibilities ?</p> <p><u>Everyone's welcome</u></p> <p>The Whisperer</p> <p><i>I understand the reasons why some people may choose to hide their identity and I understand how people are labelled by rumours and assumptions and I can identify ways to stand up to prejudice and challenge rumours.</i></p> |
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| | | | | | | Where The Poppies Now Grow <i>I know why people fight in wars and I know Britain fought in two world wars and I know why we remember those who died in the First World War and Second World War.</i> | |
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| Knowledge | <p>Know special things about themselves</p> <p>Know that some people are different from themselves</p> <p>Know how happiness and sadness can be expressed</p> <p>Know that hands can be used kindly and unkindly</p> | <p>Understand the rights and responsibilities of a member of a class</p> <p>Understand that their views are important</p> <p>Understand that their choices have consequences</p> <p>Understand their own rights and responsibilities with their classroom</p> | <p>Identifying hopes and fears for the year ahead</p> <p>Understand the rights and responsibilities of class members</p> <p>Know that it is important to listen to other people</p> <p>Understand that their own views are valuable</p> <p>Know about rewards and</p> | <p>Understand that they are important</p> <p>Know what a personal goal is</p> <p>Understanding what a challenge is</p> <p>Know why rules are needed and how these relate to choices and consequences</p> <p>Know that actions can affect others'</p> | <p>Know how individual attitudes and actions make a difference to a class</p> <p>Know about the different roles in the school community</p> <p>Know their place in the school community</p> <p>Know what democracy is (applied to pupil voice in school)</p> | <p>Know how to face new challenges positively</p> <p>Understand how to set personal goals</p> <p>Understand the rights and responsibilities associated with being a citizen in the wider community and their country</p> <p>Know how an individual's</p> | <p>Know how to set goals for the year ahead</p> <p>Understand what fears and worries are</p> <p>Know about children's universal rights (United Nations Convention on the Rights of the Child)</p> <p>Know about the lives of children in other parts of</p> |

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| | <p>Know that being kind is good</p> <p>Know they have a right to learn and play, safely and happily</p> | | <p>consequences and that these stem from choices</p> <p>Know that positive choices impact positively on self-learning and the learning of others</p> | <p>feelings</p> <p>Know that others may hold different views</p> <p>Know that the school has a shared set of values</p> | <p>Know that their own actions affect themselves and others</p> <p>Know how groups work together to reach a consensus</p> <p>Know that having a voice and democracy benefits the school community</p> | <p>behaviour can affect a group and the consequences of this</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p> | <p>the world</p> <p>Know that personal choices can affect others locally and globally</p> <p>Understand that their own choices result in different consequences and rewards</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p> |
| Celebrating Difference | <p>Accept that we are all different.</p> <p>Include others when working and playing.</p> <p>Know how to</p> | <p>Identify some ways that I am different and similar to other people in my class, and why this makes us</p> | <p>I can explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender</p> | <p>Describe different conflicts that might happen in family or friendship groups and how words can be</p> | <p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can also explain why bullying</p> | <p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to</p> | <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> |

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| | help other people. | all special. | stereotypes. | used in hurtful or kind ways when conflicts happen. | might be difficult to spot and what to do about it if I'm not sure. | help myself and others if we become involved (directly or indirectly) in a bullying situation. | I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration. |
| | Try to solve problems. | Explain what bullying is and how being bullied might make somebody feel. | I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends. | I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It together or asking for help. | I can explain why it is good to accept myself and others for who we are. | I can explain why racism and other forms of discrimination are unkind. | Empathise with people who are different and be aware of my own feelings towards them |
| | Use kind words. | | | | | | |
| | Give and receive compliments. | Recognise ways in which they are the same as their friends and ways they are different | Understand that boys and girls can be similar in lots of ways and that is OK | | Try to accept people for who they are | | |
| | Identify feelings associated with being proud | Identify what is bullying and what isn't | Understand that boys and girls can be different in lots of ways and that is OK | Be able to show appreciation for their families, parents and carers | Identify influences that have made them think or feel positively/negatively about a situation | I can express how I feel about discriminatory behaviour. | Identify feelings associated with being excluded |
| | Identify things they are good at | | | | | | |
| | Be able to vocalise success for themselves and about others successes | Understand how being bullied might feel | Explain how being bullied can make someone feel | | Identify feelings that a bystander might feel in a bullying situation | Identify their own culture and different cultures within their class community | Be able to recognise when someone is exerting power negatively in a relationship |
| | Identify some ways they can be different and the same as others | Know ways to help a person who is being bullied | Can choose to be kind to someone who is being bullied | Use the 'Solve it together' technique to calm and resolve conflicts with friends and family | Identify reasons why a bystander might join in with bullying | | |
| | Recognise | Identify emotions associated with making a new friend | Know how to stand up for themselves when they need to | Empathise with people who are | Revisit the 'Solve it together' | Identify their own attitudes about people from different faith and cultural backgrounds | Use a range of strategies when involved in a bullying situation or in situations |

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| | <p>similarities and differences between their family and other families</p> <p>Identify and use skills to make a friend</p> <p>Identify and use skills to stand up for themselves</p> <p>Recognise emotions when they or someone else is upset, frightened or angry</p> <p>Key Question: What would life be like if we all liked the same things?</p> <p><u>Everyone's welcome</u></p> <p>Red Rockets and Rainbow Jelly</p> <p><i>I know my friends can like different things to me, and I</i></p> | <p>Verbalise some of the attributes that make them unique and special</p> <p>Key Question: What does it feel like to be different?</p> <p><u>Everyone's welcome</u></p> <p>Ten little Pirates</p> <p><i>I know boys play exciting games, and I know girls can play exciting games and I know boys and girls can play together.</i></p> <p>The Family Book</p> <p><i>I know who is in my family. I know all families are different.</i></p> | <p>Recognise that they shouldn't judge people because they are different</p> <p>Understand that everyone's differences make them special and unique</p> <p>Key Question: What does diversity mean?</p> <p><u>Everyone's welcome</u></p> <p>Blown away</p> <p><i>I know that everyone in my class is different and I can work with anyone and I like working with different people</i></p> <p>Just Because</p> <p><i>I know that some bodies work in different ways, and I can find things that people are good at.</i></p> <p>The First Slodge</p> <p><i>I know there are people who are</i></p> | <p>bullied</p> <p>Employ skills to support someone who is bullied</p> <p>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</p> <p>Be able to recognise, accept and give compliments</p> <p>Recognise feelings associated with receiving a compliment</p> <p>Key Question: What does discrimination mean?</p> <p><u>Everyone's welcome</u></p> <p>The Hueys in the</p> | <p>technique to practise conflict and bullying scenarios</p> <p>Identify their own uniqueness</p> <p>Be comfortable with the way they look</p> <p>Identify when a first impression they had was right or wrong</p> <p>Be non-judgemental about others who are different</p> <p>Key question: What does being assertive mean?</p> <p><u>Everyone's Welcome</u></p> <p>Red: A Crayon's Story</p> <p><i>I know why people sometimes don't speak up and I</i></p> | <p>Identify a range of strategies for managing their own feelings in bullying situations</p> <p>Identify some strategies to encourage children who use bullying behaviours to make other choices</p> <p>Be able to support children who are being bullied</p> <p>Appreciate the value of happiness regardless of material wealth</p> <p>Develop respect for cultures different from their own</p> <p>Key question:</p> | <p>where difference is a source of conflict</p> <p>Identify different feelings of the bully, bullied and bystanders in a bullying scenario</p> <p>Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</p> <p>Appreciate people for who they are</p> <p>Show empathy</p> <p>Key question: What does diversity look like?</p> <p><u>Everyone's welcome</u></p> <p>The Island</p> <p><i>I know what prejudice is and I know what can happen if racism is</i></p> |
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| | know that we can still be friends. | | <p><i>different from me, and I know I can share the world with different people, and I know that I can get along with different people.</i></p> <p>The great Big Book of Families</p> <p><i>I understand what diversity means and I know how my school is diverse.</i></p> <p>Max The Champion</p> <p><i>I know that everyone is different and I know that you can't always see difference.</i></p> | <p>New Jumper</p> <p><i>I know why it's hard to be different and I know how to help someone to be strong.</i></p> <p>Oliver</p> <p><i>I know that we are all different in my class and I understand how difference can make people feel excluded.</i></p> <p>This Is our House</p> <p><i>To understand what discrimination means.</i></p> | <p><i>know everyone in my school should be proud of who they are.</i></p> <p>The Way Back Home</p> <p><i>I know that people speak different languages and I know how language can be a barrier and I can find ways to overcome barriers.</i></p> | <p>What different life experiences do people have?</p> <p><u>Everyone's Welcome</u></p> <p>And Tango Makes Three</p> <p><i>I know that there are different people living in my community and I accept everyone who is different from me.</i></p> <p>Rose Blanche</p> <p><i>I know that sometimes we have to make difficult decisions and I can justify my actions.</i></p> | <p><i>not challenged and I know how to challenge racism.</i></p> <p>My Princess boy</p> <p><i>I know what diversity is and I can accept that other people may be different from me and I understand that living in the UK means accepting and celebrating diversity.</i></p> |
| Knowledge | <p>Know what being proud means and that people can be proud of different things</p> <p>· Know that people can</p> | <p>· Know that people have differences and similarities</p> <p>· Know what bullying means</p> | <p>Know there are stereotypes about boys and girls</p> <p>Know that it is OK not to conform to gender stereotypes</p> <p>Know it is good to</p> | <p>Know why families are important</p> <p>Know that everybody's family is different</p> <p>Know that</p> | <p>Know that sometimes people make assumptions about a person because of the way they look or act</p> <p>Know there are influences that can</p> | <p>Know what culture means</p> <p>Know that differences in culture can sometimes be a source of conflict</p> | <p>Know that there are different perceptions of 'being normal' and where these might come from</p> <p>Know that being different could affect someone's</p> |

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| | be good at different things Know what being unique means Know that families can be different Know that people have different homes and why they are important to them Know different ways of making friends Know different ways to stand up for myself Know the names of some emotions such as | Know who to tell if they or someone else is being bullied or is feeling unhappy Know skills to make friendships Know that people are unique and that it is OK to be different | be yourself Know that sometimes people get bullied because of difference Know the difference between right and wrong and the role that choice has to play in this Know that friends can be different and still be friends Know where to get help if being bullied Know the difference between a one-off incident and bullying | sometimes family members don't get along and some reasons for this Know that conflict is a normal part of relationships Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do Know that some words are used in hurtful ways and that this can have consequences | affect how we judge a person or situation Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Know what to do if they think bullying is, or might be taking place Know the reasons why witnesses sometimes join in with bullying and don't tell anyone Know that first impressions can change | Know what racism is and why it is unacceptable Know that rumour spreading is a form of bullying on and offline Know external forms of support in regard to bullying e.g. Childline Know that bullying can be direct and indirect Know how their life is different from the lives of children in the developing world | life Know that power can play a part in a bullying or conflict situation Know that people can hold power over others individually or in a group Know why some people choose to bully others Know that people with disabilities can lead amazing lives Know that difference can be a source of celebration as well as conflict |
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| | <p>happy, sad, frightened, angry</p> <ul style="list-style-type: none"> · Know that they don't have to be 'the same as' to be a friend · Know why having friends is important · Know some qualities of a positive friendship | | | | | | |
| Dreams and Goals | <p>Stay motivated when doing something challenging.</p> <p>Keep trying even when things are tricky.</p> <p>Work well with a partner or a group.</p> | <p>I can tell you about a challenge and what I did well.</p> <p>I can say why a challenge made me feel good about myself.</p> <p>Recognise</p> | <p>I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.</p> | <p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others.</p> | <p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and have a positive attitude.</p> <p>Can talk about</p> | <p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people</p> | <p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p> |

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| | Have a positive attitude. | things that they do well | I can explain how it felt to be | | their hopes and dreams and the feelings associated with these | from | |
| | Help others to achieve their goals. | Explain how they learn best | part of a group and can identify | I can explain how these feelings can be stored in my | | another culture and explain how this makes me feel. | Verbalise what they would like their life to be like when they are grown up |
| | Understand that challenges can be difficult | Celebrate an achievement with a friend | a range of feelings about group work. | internal treasure chest and why this is important. | Can identify the feeling of disappointment | Verbalise what they would like their life to be like when they are grown up | Appreciate the contributions made by people in different jobs |
| | Recognise some of the feelings linked to perseverance | Recognise their own feelings when faced with a challenge | Be able to describe their own achievements and the feelings linked to this | Recognise other people's achievements in overcoming difficulties | Can identify a time when they have felt disappointed | Appreciate the contributions made by people in different jobs | Appreciate the opportunities learning and education can give them |
| | Talk about a time that they kept on trying and achieved a goal | Recognise their own feelings when they are faced with an obstacle | Recognise their own strengths as a learner | Imagine how it will feel when they achieve their dream / ambition | Be able to cope with disappointment | Appreciate the opportunities learning and education can give them | Reflect on the differences between their own learning goals and those of someone from a different culture |
| | Be ambitious | Recognise how they feel when they overcome an obstacle | Recognise how working with others can be helpful | Can break down a goal into small steps | Help others to cope with disappointment | Appreciate the opportunities learning and education can give them | Reflect on the differences between their own learning goals and those of someone from a different culture |
| | Resilience | Can store feelings of success so that they can be used in the future | Be able to work effectively with a partner | Recognise how other people can help them to achieve their goals | Can identify what resilience is | Reflect on the differences between their own learning goals and those of someone from a different culture | Appreciate the differences between themselves and someone from a different culture |
| | Recognise how kind words can encourage people | | Be able to choose a partner with whom they work well | | Have a positive attitude | | |
| | Feel proud | Key Question: How can we tackle challenges? | Be able to work as part of a group | Can manage feelings of | Enjoy being part of a group challenge | | |
| | | | | | Can share their | Appreciate the | |

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| | <p>Celebrate success</p> <p>Key Question: what does it mean to feel proud?</p> | | <p>Recognise how it feels to be part of a group that succeeds and store this feeling</p> <p>Key Question: How do we become successful?</p> | <p>frustration linked to facing obstacles</p> <p>Can share their success with others</p> <p>Can store feelings of success (in their internal treasure chest) to be used at another time</p> <p>Key question: How can we achieve our goals?</p> | <p>success with others</p> <p>Can store feelings of success (in their internal treasure chest) to be used at another time</p> <p>Key question? What affects my emotional well-being?</p> | <p>differences between themselves and someone from a different culture</p> <p>Understand why they are motivated to make a positive contribution to supporting others</p> <p>Key question: What do I want to be when I grow up?</p> | <p>Understand why they are motivated to make a positive contribution to supporting others</p> <p>Key question: How can I work with other people to make the world a better place?</p> <p>Everyone's welcome</p> <p><u>Dreams of Freedom</u></p> <p><i>I know I have rights and I know that I can decide how I live my life when I grow up and I know I can be what and who I want to be.</i></p> |
| Knowledge | <p>Know what a challenge is</p> <ul style="list-style-type: none"> Know that it is important to keep trying Know what a goal is Know how to | <p>Know how to set simple goals</p> <p>Know how to achieve a goal</p> <p>Know how to work well with a</p> | <p>Know how to choose a realistic goal and think about how to achieve it</p> <ul style="list-style-type: none"> Know that it is important to persevere | <p>Know about specific people who have overcome difficult challenges to achieve success</p> <p>Know what dreams and ambitions are</p> | <ul style="list-style-type: none"> Know what their own hopes and dreams are Know that hopes and dreams don't always come true Know that | <p>Know that they will need money to help them to achieve some of their dreams</p> <p>Know about a range of jobs that are carried out by people I</p> | <p>Know their own learning strengths</p> <p>Know how to set realistic and challenging goals</p> <p>Know what the learning steps are they need to</p> |

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| | set goals and work towards them Know which words are kind Know some jobs that they might like to do when they are older Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal | partner Know that tackling a challenge can stretch their learning Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them Know when a goal has been achieved | Know how to recognise what working together well looks like Know what good group working looks like Know how to share success with other people | important to them Know how they can best overcome learning challenges Know that they are responsible for their own learning Know what their own strengths are as a learner Know what an obstacle is and how they can hinder achievement Know how to take steps to overcome obstacles Know how to evaluate their own learning | reflecting on positive and happy experiences can help them to counteract disappointment Know how to make a new plan and set new goals even if they have been disappointed Know how to work out the steps they need to take to achieve a goal Know how to work as part of a successful group Know how to share in the success of a group | know Know that different jobs pay more money than others Know the types of job they might like to do when they are older Know that young people from different cultures may have different dreams and goals Know that communicating with someone from a different culture means that they can learn from them and vice versa Know ways that they can support young | take to achieve their goal Know a variety of problems that the world is facing Know how to work with other people to make the world a better place Know some ways in which they could work with others to make the world a better place • Know what their classmates like and admire about them |
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| Healthy Me | <p>Recognise how exercise makes them feel</p> <p>Recognise how different foods can make them feel</p> <p>Can explain what they need to do to stay healthy</p> <p>Can give examples of healthy food</p> <p>Can explain how they might feel if they don't get enough sleep</p> <p>Can explain what to do if a stranger approaches them</p> <p>Make healthy</p> | <p>Explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>Give examples of when being healthy can help me feel happy.</p> <p>Feel good about themselves when they make healthy choices</p> <p>Realise that they are special</p> <p>Keep themselves safe</p> | <p>Explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>Compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p> <p>Desire to make healthy lifestyle choices</p> <p>Identify when a feeling is weak and when a feeling is strong</p> <p>Feel positive about caring for their bodies and keeping it healthy</p> | <p>Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>Express how being anxious/ scared and unwell feels.</p> <p>Able to set themselves a fitness challenge</p> <p>Recognise what it feels like to make a healthy choice</p> <p>Identify how</p> | <p>Recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>Identify feelings of anxiety and fear associated with peer pressure.</p> <p>Can identify the feelings that they have about their friends and different friendship groups</p> <p>Recognise how different people and groups they interact with impact on them</p> <p>Identify which</p> | <p>Explain different roles that food and substances can play in people's lives.</p> <p>Can also explain how people can develop eating problems (disorders) relating to body image pressures and how Smoking and alcohol misuse is unhealthy.</p> <p>Summarise different ways that I respect and value my body.</p> | <p>Give an account of different ways in which people in our society use substances including alcohol as part of their lifestyle, and evaluate the health risks between responsible use, anti-social use and misuse.</p> <p>Reflect on the links between mental/emotional health and alcohol and substances. I have considered what my attitude to these may be when I am older.</p> |

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| | <p>choices. Eat a balance diet.</p> <p>Be physically active. Try to keep themselves and others safe.</p> <p>Know how to be a good friend and have a healthy relationship.</p> <p>Keep calm and deal with tricky situations.</p> <p>Key Question: How do we stay healthy and safe?</p> | <p>Recognise ways to look after themselves if they feel poorly</p> <p>Recognise when they feel frightened and know how to ask for help</p> <p>Recognise how being healthy helps them to feel happy</p> <p>Key Question: What are healthy and unhealthy choices?</p> | <p>Have a healthy relationship with food</p> <p>Express how it feels to share healthy food with their friends</p> <p>Key Question: What do we need to keep our bodies healthy?</p> | <p>they feel about drugs</p> <p>Can express how being anxious or scared feels</p> <p>Can take responsibility for keeping themselves and others safe</p> <p>Respect their own bodies and appreciate what they do</p> <p>Key question: how can we keep ourselves healthy?</p> | <p>people they most want to be friends with</p> <p>Recognise negative feelings in peer pressure situations</p> <p>Can identify the feelings of anxiety and fear associated with peer pressure</p> <p>Can tap into their inner strength and know-how to be assertive</p> <p>Key question? What affects my emotional well-being?</p> | <p>Can make informed decisions about whether or not they choose to smoke when they are older</p> <p>Can make informed decisions about whether they choose to drink alcohol when they are older</p> <p>Recognise strategies for resisting pressure</p> <p>Can identify ways to keep themselves calm in an emergency</p> <p>Can reflect on their own body image and know how important it is that this is positive</p> <p>Accept and</p> | <p>Are motivated to care for their own physical and emotional health</p> <p>Are motivated to find ways to be happy and cope with life's situations without using drugs</p> <p>Identify ways that someone who is being exploited could help themselves</p> <p>Suggest strategies someone could use to avoid being pressured</p> <p>Recognise that people have different attitudes towards mental health / illness</p> |
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| | | | | | | respect themselves for who they are Respect and value their own bodies • Be motivated to keep themselves healthy and happy Key question: How social media and celebrity culture promote certain body types? | Can use different strategies to manage stress and pressure Key question: How can we stay healthy/How can we manage risk? |
| Knowledge | Know the names for some parts of their body Know what the word 'healthy' means Know some things that they need to do to keep | Know the difference between being healthy and unhealthy Know some ways to keep healthy Know how to make healthy lifestyle | Know what their body needs to stay healthy Know what relaxed means Know what makes them feel relaxed / stressed Know how medicines work in | Know how exercise affects their bodies Know why their hearts and lungs are such important organs Know that the amount of calories, fat and sugar that they | Know how different friendship groups are formed and how they fit into them Know which friends they value most Know that there are leaders and followers in groups | Know the health risks of smoking Know how smoking tobacco affects the lungs, liver and heart Know some of the risks linked to misusing alcohol, | Know how to take responsibility for their own health Know how to make choices that benefit their own health and well-being Know about different types of |

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| | <p>healthy</p> <ul style="list-style-type: none"> Know that they need to exercise to keep healthy Know how to help themselves go to sleep and that sleep is good for them Know when and how to wash their hands properly Know what to do if they get lost Know how to say No to strangers | <p>choices</p> <ul style="list-style-type: none"> Know how to keep themselves clean and healthy Know that germs cause disease / illness Know that all household products, including medicines, can be harmful if not used properly Know that medicines can help them if they feel poorly Know how to keep safe when crossing the road | <p>their bodies</p> <p>Know that it is important to use medicines safely</p> <p>Know how to make some healthy snacks</p> <p>Know why healthy snacks are good for their bodies</p> <p>Know which foods given their bodies energy</p> <p><u>Science National Curriculum focus: Animals, including humans</u></p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> | <p>put into their bodies will affect their health</p> <p>Know that there are different types of drugs</p> <p>Know that there are things, places and people that can be dangerous</p> <p>Know a range of strategies to keep themselves safe</p> <p>Know when something feels safe or unsafe</p> <p>Know that their bodies are complex and need taking care of</p> <p><u>Science National Curriculum focus: Animals, including</u></p> | <p>Know that they can take on different roles according to the situation</p> <p>Know the facts about smoking and its effects on health</p> <p>Know some of the reasons some people start to smoke</p> <p>Know the facts about alcohol and its effects on health, particularly the liver</p> <p>Know some of the reasons some people drink alcohol</p> <p>Know ways to resist when people are putting pressure on them</p> <p>Know what they</p> | <p>including antisocial behaviour</p> <p>Know basic emergency procedures including the recovery position</p> <p>Know how to get help in emergency situations</p> <p>Know that the media, social media and celebrity culture promotes certain body types</p> <p>Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure</p> | <p>drugs and their uses</p> <p>Know how these different types of drugs can affect people's bodies, especially their liver and heart</p> <p>Know that some people can be exploited and made to do things that are against the law</p> <p>Know why some people join gangs and the risk that this can involve</p> <p>Know what it means to be emotionally well</p> <p>Know that stress can be triggered by a range of things</p> <p>Know that being stressed can cause</p> |
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| | | <p>Know about people who can keep them safe</p> <p><u>PE National Curriculum focus:</u></p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> | <p><u>DT National Curriculum focus: Cooking and nutrition</u></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> | <p><u>humans</u></p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><u>DT National Curriculum focus: Cooking and nutrition</u></p> <p>Understand and apply the principles of a healthy and varied diet</p> | <p>think is right and wrong</p> <p><u>Science National Curriculum focus: Animals, including humans</u></p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> | <p>Know what makes a healthy lifestyle</p> | <p>drug and alcohol misuse</p> <p><u>Science National Curriculum focus: Animals, including humans</u></p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> |
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| Relationships | <p>Can identify what jobs they do in their family and those carried out by parents/carers and siblings</p> <p>Can suggest ways to make a friend or help someone who is lonely</p> <p>Can use different ways to mend a friendship</p> <p>Can recognise what being angry feels like</p> <p>Can use Calm Me when angry or upset</p> <p>Know how to make friends.</p> <p>Try to solve friendship</p> | <p>Explain why I have special relationships with some people and how these relationships help me feel safe and good about myself.</p> <p>Can explain how my qualities help these relationships.</p> <p>Give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p> <p>Can express how it feels to be part of a family and to care for family members</p> <p>Can say what being a good friend means</p> | <p>Explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p> <p>Can identify the different roles and responsibilities in their family</p> <p>Can recognise the value that families can bring</p> <p>Can recognise and talk about</p> | <p>Explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>Explain why my choices might affect my family, friendships and people around the world who I don't know.</p> <p>Can identify the responsibilities they have within their family</p> <p>Can use Solve-it-together in a conflict scenario and find a win-win outcome</p> <p>Know how to access help if they are concerned about</p> | <p>Recognise how people are feeling when they miss a special person or animal.</p> <p>Give ways that might help me manage my feelings when missing a special person or animal.</p> <p>Can identify feelings and emotions that accompany jealousy</p> <p>Can suggest positive strategies for managing jealousy</p> <p>Can identify people who are special to them and express why</p> | <p>Compare different types of friendships and the feelings associated with them.</p> <p>Can explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>Apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p> | <p>Identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>Explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations.</p> <p>I can offer strategies to help me manage these feelings and situations.</p> |
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| | <p>problems when they occur.</p> <p>Help others feel part of a group.</p> <p>Show respect when dealing with other people.</p> <p>Know how to help themselves and others when they feel upset.</p> <p>Know and show what makes a good friendship</p> <p>Key Question: How do we stop ourselves from being lonely?</p> | <p>Can show skills of friendship</p> <p>Can identify forms of physical contact they prefer</p> <p>Can say no when they receive a touch they don't like</p> <p>Can praise themselves and others</p> <p>Can recognise some of their personal qualities</p> <p>Can say why they appreciate a special relationship</p> <p>Key Question: what does being a good friend mean to us?</p> | <p>the types of physical contact that is acceptable or unacceptable</p> <p>Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict</p> <p>Can identify the negative feelings associated with keeping a worry secret</p> <p>Can identify the feelings associated with trust</p> <p>Can identify who they trust in their own relationships</p> <p>Can give and</p> | <p>anything on social media or the internet</p> <p>Can empathise with people from other countries who may not have a fair job/ less fortunate</p> <p>Understand that they are connected to the global community in many different ways</p> <p>Can identify similarities in children's rights around the world</p> <p>Can identify their own wants and needs and how these may be similar or different from</p> | <p>Can identify the feelings and emotions that accompany loss</p> <p>Can suggest strategies for managing loss</p> <p>Can tell you about someone they no longer see</p> <p>Can suggest ways to manage relationship changes including how to negotiate</p> <p><u>Everyone's welcome</u> King and King <i>I know what marriage is and I know who can get married in the UK and I know why people choose to get married.</i></p> | <p>Can suggest strategies for building self-esteem of themselves and others</p> <p>Can identify when an online community / social media group feels risky, uncomfortable, or unsafe</p> <p>Can suggest strategies for staying safe online/ social media</p> <p>Can say how to report unsafe online / social network activity</p> <p>Can identify when an online game is safe or unsafe</p> | <p>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p>Can help themselves and others when worried about a mental health problem</p> <p>Recognise when they are feeling grief and have strategies to manage them</p> <p>Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</p> <p>Can resist</p> |
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| | | <p><u>Everyone's welcome</u></p> <p>Mommy Mama and Me</p> <p><i>I know the people in my family are special, and I can tell you who loves me.</i></p> | <p>receive compliments</p> <p>Can say who they would go to for help if they were worried or scared</p> <p>Key Question: How can we express appreciation?</p> | <p>other children in school and the global community</p> <p>Key question: Why might someone feel like an outsider?</p> <p><u>Everyone's welcome</u></p> <p>Two Monsters</p> <p><i>I understand where some problems come from and I can find a solution to a problem.</i></p> | <p>Key question? What makes a happy and healthy relationship?</p> | <p>Can suggest ways to monitor and reduce screen time</p> <p>Can suggest strategies for managing unhelpful pressures online or in social networks</p> <p>Key question: What are the risks and benefits of using the internet?</p> | <p>pressure to do something online that might hurt themselves or others</p> <p>Can take responsibility for their own safety and well-being</p> <p>Key question: Why do we need to look after our mental health?</p> |
| Knowledge | <p>Know what a family is</p> <p>Know that different people in a family have different responsibilities</p> | <p>Know that everyone's family is different</p> <p>Know that there are lots of different types of</p> | <p>Know that everyone's family is different</p> <p>Know that families function well when there is trust, respect, care, love and co-operation</p> | <p>Know that different family members carry out different roles or have different responsibilities within the family</p> | <p>Know some reasons why people feel jealousy</p> <p>Know that jealousy can be damaging to relationships</p> | <p>Know that a personality is made up of many different characteristics, qualities and attributes</p> <p>Know that</p> | <p>Know that it is important to take care of their own mental health</p> <p>Know ways that they can take care of their own mental health</p> |

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| | <p>s (jobs)</p> <ul style="list-style-type: none"> Know some of the characteristics of healthy and safe friendship Know that friends sometimes fall out Know some ways to mend a friendship Know that unkind words can never be taken back and they can hurt Know how to use Jigsaw's Calm Me to help when feeling angry Know some reasons why others get | <p>families</p> <ul style="list-style-type: none"> Know that families are founded on belonging, love and care Know how to make a friend Know the characteristics of healthy and safe friends Know that physical contact can be used as a greeting Know about the different people in the school community and how they help Know who to ask for help | <p>Know that there are lots of forms of physical contact within a family</p> <p>Know how to stay stop if someone is hurting them</p> <p>Know some reasons why friends have conflicts</p> <p>Know that friendships have ups and downs and sometimes change with time</p> <p>Know how to use the Mending Friendships or Solve-it-together problem-solving methods</p> <p>Know there are good secrets and worry secrets and why it is important to share worry secrets</p> | <p>Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc</p> <p>Know some of the skills of friendship, e.g. taking turns, being a good listener</p> <p>Know some strategies for keeping themselves safe online</p> <p>Know how some of the actions and work of people around the world help and influence my life</p> <p>Know that they and all children have rights (UNCRC)</p> | <p>Know that loss is a normal part of relationships</p> <p>Know that negative feelings are a normal part of loss</p> <p>Know that memories can support us when we lose a special person or animal</p> <p>Know that change is a natural part of relationships/ friendship</p> <p>Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe</p> | <p>belonging to an online community can have positive and negative consequences</p> <p>Know that there are rights and responsibilities in an online community or social network</p> <p>Know that there are rights and responsibilities when playing a game online</p> <p>Know that too much screen time isn't healthy</p> <p>Know how to stay safe when using technology to communicate with friends</p> | <p>Know the stages of grief and that there are different types of loss that cause people to grieve</p> <p>Know that sometimes people can try to gain power or control them</p> <p>Know some of the dangers of being 'online'</p> <p>Know how to use technology safely and positively to communicate with their friends and family</p> |
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| | angry | in the school community | Know what trust is | Know the lives of children around the world can be different from their own | | | |
| Changing Me | <p>Can identify how they have changed from a baby</p> <p>Can say what might change for them they get older</p> <p>Recognise that changing class can illicit happy and/or sad emotions</p> <p>Can say how they feel about changing class/ growing up</p> <p>Can identify positive memories from the past year in school/ home</p> | <p>Compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.</p> <p>Can use the correct names for penis, testicles, anus, vagina, and give reasons why they are private.</p> <p>Explain why some changes I might experience might feel better than others.</p> <p>Understand and accepts that change is a</p> | <p>Use the correct terms to describe penis, testicles, anus, vagina, and explain why they are private. I can explain why some types of touches feel OK and others don't.</p> <p>Explain what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me</p> | <p>Explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>Recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p> | <p>Plan and set new goals even after a disappointment.</p> <p>Explain what it means to be resilient and to have a positive attitude.</p> <p>Can identify how they have changed from a baby</p> <p>Can say what might change for them they get older</p> <p>Recognise that changing class can illicit happy and/or sad emotions</p> | <p>Explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.</p> <p>Can summarise the process of conception.</p> <p>Express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my</p> | <p>Explain in more detail, the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth.</p> <p>Reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it.</p> <p>Recognise ways they can develop their own self-esteem</p> <p>Can express</p> |

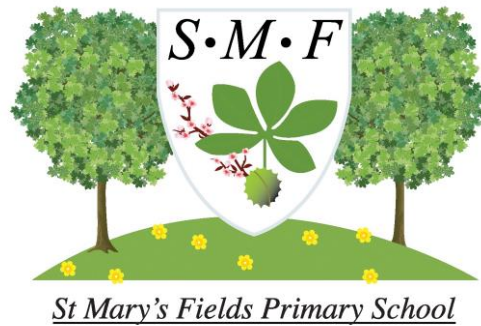
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| | <p>Understand that everyone is unique and special. Can express how they feel when they are happy.</p> <p>Understand and respect changes which happen in them.</p> <p>Understand changes which happen in them. Look forward to change.</p> <p>Key Question: How do we feel when changes happen?</p> | <p>natural part of getting older</p> <p>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</p> <p>Can express why they enjoy learning</p> <p>Can suggest ways to manage change e.g. moving to a new class</p> <p>Key Question: How do we cope with changes?</p> | <p>Can appreciate that changes will happen and that some can be controlled and others not</p> <p>Be able to express how they feel about changes</p> <p>Show appreciation for people who are older</p> <p>Can recognise the independence and responsibilities they have now compared to being a baby or toddler</p> <p>Can say what greater responsibilities and freedoms they may have in the future</p> <p>Can say who</p> | <p>Can express how they feel about babies</p> <p>Can describe the emotions that a new baby can bring to a family</p> <p>Can express how they feel about puberty</p> <p>Can say who they can talk to about puberty if they have any worries</p> <p>Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry</p> <p>Can identify</p> | <p>Can say how they feel about changing class/ growing up</p> <p>Can identify positive memories from the past year in school/ home</p> <p>Key question: What is reproduction?</p> | <p>friends.</p> <p>Can celebrate what they like about their own and others' self-image and body-image</p> <p>Can suggest ways to boost self-esteem of self and others</p> <p>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</p> <p>Can ask questions about puberty to seek clarification</p> <p>Can express how they feel about having</p> | <p>how they feel about the changes that will happen to them during puberty</p> <p>Recognise how they feel when they reflect on the development and birth of a baby</p> <p>Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to</p> <p>Can celebrate what they like about their own and others' self-image and body-image</p> |
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| | | <p>they would go to for help if worried or scared</p> <ul style="list-style-type: none"> Can say what types of touch they find comfortable/uncomfortable Be able to confidently ask someone to stop if they are being hurt or frightened Can say what they are looking forward to in the next year <p>Key Question: What changes can we see in ourselves and others?</p> <p><u>Everyone's welcome</u></p> <p>My Grandpa Is Amazing</p> <p><i>I know that we all grow up,</i></p> | <p>changes they are looking forward to in the next year</p> <ul style="list-style-type: none"> Can suggest ways to help them manage feelings during changes they are more anxious about <p>Key questions: How do we grow and change?</p> | | <p>a romantic relationship when they are an adult</p> <ul style="list-style-type: none"> Can express how they feel about having children when they are an adult Can express how they feel about becoming a teenager Can say who they can talk to if concerned about puberty or becoming a teenager/adult <p>Key question: What is puberty?</p> | <ul style="list-style-type: none"> Use strategies to prepare themselves emotionally for the transition (changes) to secondary school <p>Key question: What makes a happy/healthy relationship?</p> <p><u>Everyone's welcome</u></p> <p>Love You forever</p> <p><i>I know that we all grow old and I understand the cycle of life.</i></p> |
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| | | | <i>and I can tell you good things about being older.</i> | | | | |
| Knowledge | <p>Know the names and functions of some parts of the body (see vocabulary list)</p> <ul style="list-style-type: none"> Know that we grow from baby to adult Know who to talk to if they are feeling worried Know that sharing how they feel can help solve a worry Know that remembering happy times can help us | <p>Know that animals including humans have a life cycle</p> <ul style="list-style-type: none"> Know that changes happen when we grow up Know that people grow up at different rates and that is normal Know the names of male and female private body parts Know that there are | <p>Know that life cycles exist in nature</p> <p>Know that aging is a natural process including old-age</p> <p>Know that some changes are out of an individual's control</p> <p>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</p> <p>Know the physical differences between male and female bodies</p> | <p>Know that in animals and humans lots of changes happen between conception and growing up</p> <p>Know that in nature it is usually the female that carries the baby</p> <p>Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</p> <p>Know that babies need love and care from their parents/carers</p> | <p>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</p> <p>Know that babies are made by a sperm joining with an ovum</p> <p>Know the names of the different internal and external body parts that are needed to make a baby</p> <p>Know how the female and male body change at puberty</p> | <p>Know what perception means and that perceptions can be right or wrong</p> <p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know that sexual intercourse can lead to conception</p> <p>Know that some people need help to conceive</p> | <p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>Know how being physically attracted to someone changes the nature of the relationship</p> |

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| | move on | <p>correct names for private body parts and nicknames, and when to use them</p> <ul style="list-style-type: none"> Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these Know who to ask for help if they are worried or frightened Know that learning brings about change <p><u>Science National Curriculum focus: Animals, including</u></p> | <p>Know the correct names for private body parts</p> <p>Know that private body parts are special and that no one has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know there are different types of touch and that some are acceptable and some are unacceptable</p> <p><u>Science National Curriculum focus: Animals, including humans</u></p> <p>Notice that animals, including humans, have offspring which grow into adults</p> | <p>Know some of the changes that happen between being a baby and a child</p> <p>Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</p> <p>Know some of the outside body changes that happen during puberty</p> <p>Know some of the changes on the inside that happen during puberty</p> | <p>Know that personal hygiene is important during puberty and as an adult</p> <p>Know that change is a normal part of life and that some cannot be controlled and have to be accepted</p> <p>Know that change can bring about a range of different emotions</p> | <p>and might use IVF</p> <p>Know that becoming a teenager involves various changes and also brings growing responsibility</p> | <p>Know the importance of self-esteem and what they can do to develop it</p> <p>Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class</p> |
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| | | <u>humans</u> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | | | | | |
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RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY (RSHE)

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|------------------------------------|---------------|----------------------------|----------------------------------|------|
| Policy Date: | November 2020 | Version: | | |
| Policy Review Date: | November 2022 | Mrs R Dulieu (Headteacher) | DIGITALLY SIGNED Signature | Date |
| Ratified by Governing Body: | | | | |
| Name: Raj Gill-Harrison | | DIGITALLY SIGNED Signature | | Date |

Relationships, Sex and Health Education Policy (RSHE)

Rationale and Ethos

This policy covers our school's approach to Relationship and Sex Education. It was produced by staff, governors and members of local schools through consultation with parents and other interested stakeholders. We define 'relationships, sex and health education' as 'enabling children to embrace the challenges of creating a happy and successful adult life.

We believe relationships, sex and health education is important for our pupils and our school because:

- It is giving children the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.
- It is about giving children the opportunity to put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- It is the recognition that everyone faces difficult situations in their lives and how relationship and sex education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

We view the partnership of home and school as vital in providing the context to both complement and reinforce what pupils learn at home about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as how to be healthy. Our school's overarching aims for our pupils are:

- To foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.
- To know how to be safe, including online.
- To be healthy both mentally and physically.
- To be able to manage their academic, personal and social lives in a positive way
- To demonstrate personal attributes including kindness, integrity, generosity, honesty, respect and tolerance in order to contribute to adult life in British Society.

We ensure RSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND.). This will be achieved by ensuring content and teaching is differentiated to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, we will ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law.

We will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. As a school we will ensure we comply with the relevant provisions of the Equality Act 2010, recognising under which sexual orientation and gender reassignment are amongst the protected characteristics. We ensure RSHE fosters gender equality and LGBT+ equality by ensuring content is age appropriate and developmentally appropriate. It will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. Content will be integrated into programmes of study for RSHE within our PSHE curriculum and will not be taught as stand-alone units.

The intended outcomes of our programme are that pupils will:

- Know and understand the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

- Understand they have a right to personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical touch. Recognise and know how to report abuse, including emotional, physical and sexual abuse.
- Understand they have a responsibility to treat each other with kindness, consideration and respect including when on line, permission seek and give and understand the concept of privacy.
- Develop the skills of being able to express their emotions and seek help where needed, to build friendships and recognise how this can support mental wellbeing.
- Develop the personal attributes of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and sense of justice, and character traits such as perseverance, working towards long term goals, dealing with setbacks, resilience permission seeking and giving, and the concept of personal privacy.
- Understand how the Equality Act 2010 relates to them as a child and through adult life, to recognise and challenge any form of discrimination.

Roles and Responsibilities

- The RSHE programme will be led by PSHE leaders with the support of senior leaders and the governing body/trustees.
- It will be taught by class teachers and delivered through the school curriculum and wider opportunities within the school.
- The aims and intended outcomes of our approach are encompassed within the school visions and values to promote learning.
- The RSHE programme will be supported by additional staff in school, appropriate external visitors and developed through advice from professional associations.
- A working party will be made up of governors/trustees, leader, teachers, support staff, parents and where appropriate members of the community.

Governors or Trustees

As well as fulfilling their legal obligations, the governing bodies or trustees should also make sure that:

- All pupils make progress in achieving the expected educational outcomes.
- The subjects are well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all pupils with SEND.
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn.
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations. Headteacher and PSHE Leader It is the responsibility of the Head Teacher/PSHE leader to ensure that
 - Both staff and parents are informed about our RSHE policy, and that the policy is implemented effectively.
 - Staff are given sufficient training, so that they can teach about relationship and sex education effectively, and handle any difficult issues with sensitivity.

- They liaise with external agencies regarding the school RSHE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- Monitoring of this policy on a regular basis, and report to governors/trustees, when requested, on the effectiveness of the policy.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training.
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSHE.
- Contribute their views and ideas in support of the development of RSHE for children
- Professional guidance and support.
- Opportunities to share good practice.
- Be informed about issues of confidentiality and procedures to be followed.

External Visitors

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. School will ensure:

- Validity of the visitor or visiting organisation's credentials.
- Teaching delivered by the visitor fits with the planned programme and published policy.
- Discussion occurs in relation to the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Review the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs.
- A safe and supportive environment for their children.
- Information on how and when RSHE is taught.
- Understand their rights and responsibilities in relation to RSHE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children.

• Have their views and ideas received in a respectful, non-judgemental manner. Legislation The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools.

The RSHE policy supports/complements the following policies

- PSHE policy
- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality Policy and statement
- Acceptable use of IT policy
- Mental Health and Wellbeing Policy

Documents that inform the school's RSHE policy include:

- Education Act (1996) • Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory
- safeguarding guidance (2018) • Children and Social Work Act (2017)
- DFE guidance RSHE 2019

Curriculum Design

Our RSHE programme is an integral part of our whole school PSHE. High quality relationships, sex and health education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. We teach RSHE on the understanding that:

- It is taught in the context of family life.

- It is part of a wider process of social, personal, spiritual and moral education.
- Children should be taught to have respect for their own bodies.
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity.
- It is important to build positive with others, involving trust and respect, both in person and online.
- It makes a significant contribution to our duty to safeguard and protect all children.
- It plays a key role in improving health outcomes for children and young people such as reducing teenage pregnancy and risk taking behaviour, including online behaviour.

We teach about relationships, sex and health through different aspects of the curriculum. While we carry out the main RSHE in our PSHE curriculum, we also do some RSHE through the statutory science curriculum and other subject areas, such as PE and ICT. We believe all these contribute significantly to children's knowledge and understanding of positive relationships, their own bodies, and how they are changing and developing.

Our relationship and sex education provision and will cover relationships

| Relationships | Mental Health and Wellbeing | Other foci Living in the Wider World – Beyond DFE framework |
|--|---|---|
| Families and people who care for me Caring friendship Respectful friendships Online Relationships Being Safe | Mental Well being Internet Safety and Harm Physical health and fitness Healthy Eating Drug, alcohol and tobacco Health and prevention Basic First Aid Changing Adolescent Body | Economic Well being Enterprise Careers |

The overriding concepts explored through the curriculum are:

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- Relationships (including different types and in different settings, including online)
- A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)

- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
 - Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
- Career (including enterprise, employability and economic understanding)

We understand the importance of ensuring that all children in our school receive their entitlement to RSHE.

We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSHE. In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

- Relationships
- Health and mental well being
- Other foci: Living in the Wider World – Beyond DFE framework
 - Families and people who care for me
 - Caring friendship • Respectful friendships
- Online Relationships
- Being Safe
 - Mental well- being
- Internet Safety and Harm

- Physical health and fitness
- Healthy Eating
- Drug, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing Adolescent Body
- Economic well- being
- Enterprise
- Careers

In order to ensure the RSHE Curriculum meets the needs of all:

- We will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so

In relation to those with special educational needs or disability, we will review our RSHE Programme to ensure that provision is made for those with additional needs.

We will consider:

- Their level of vulnerability.
- Their need to learn and demonstrate appropriate behaviour.
- Their need to develop self-esteem and positive body image.
- The need to involve all staff, including support staff and carers, in policy development, planning and training.
- The management of personal care.
- Clarity about sources of support for pupils.

Our RSHE programme will be taught through a range of teaching methods and interactive activities, including use of drama techniques, scenario script writing, videoing, animating, range of presentation styles, debate, discussions, investigating and analysing information, blogs, podcast, journaling/diary writing. Lessons will be differentiated by all staff or visitors delivering sessions to ensure that individual needs of children are met. Selected resources, such as books and film clips, will be used

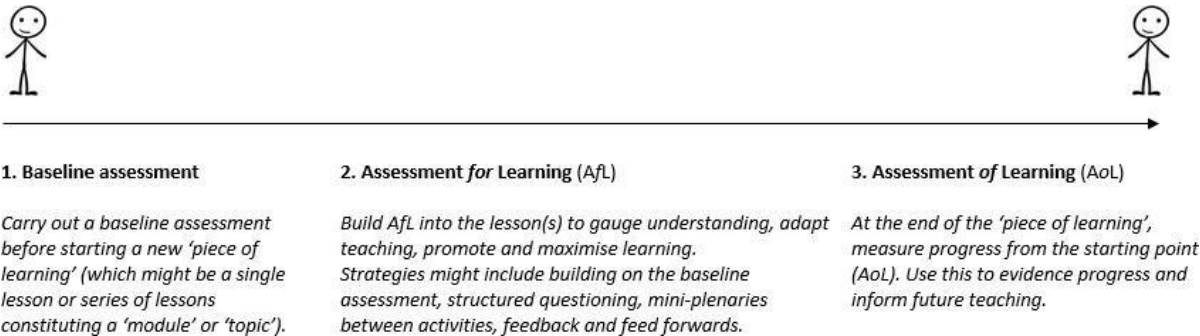
which support and promote understanding within a moral/values context. High quality resources will support our RSHE provision and will be regularly reviewed. We will avoid a 'resource-led' approach to delivering RSHE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them.

We will select resources which:

- Are consistent with our Curriculum for RSHE.
- Relate to the aims and objectives of this Policy
- Are suitable to the age, maturity, needs, linguistic proficiency and ability of the children.
- Appeal to adults and children.
- Are up-to-date in factual content.
- Are produced by a reputable organisation.
- Do not show unfair bias e.g. towards a commercial product.
- Avoid racial, gender and sexual stereotyping.
- Encourage active and participative learning.
- Conform to the legal requirements for RSHE.

Learning about relationships, sex and health education in PSHE education lessons will link to/complement learning in Science, Religious Education, Health Education, including mental health education Pupils will be encouraged to reflect on their own learning and progress, either through self-evaluation tools or through discussion. This will be integral within the approach to assessment of RSHE. We recognise that it is difficult for teachers to accurately assess a

pupil's self-confidence or sense of their own identity and values, however, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Assessing learning must therefore use a combination of teacher assessment and pupil self- and peer assessment.



Model taken from PSHE Association Primary Toolkit 2017

The learning we wish to assess will relate to the pupils' attributes and skills (such as resilience, negotiation, self-awareness, risk management and interpersonal skills), as well as the knowledge and understanding related to the context (for example bullying, consent, mental and emotional health). An overview of the learning in each year group can be found on the school website and in the Annexe 2 attached.

Staff Training

Teaching RSHE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RSHE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSHE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSHE will be offered opportunities to consult with advisors.

Safe and effective practice

We will ensure a safe learning environment through ensuring RSHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and pupils will agree ground rules at the beginning of any RSHE work, in addition to those already used in the classroom.

They will cover the following areas:

- Appropriate use of language.
- The asking and answering of personal questions.
- Strategies for checking or accessing information.

In order to protect children's privacy, we will employ teaching and learning strategies known as distancing techniques which will enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos, and theatre in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment. We acknowledge that sensitive and potentially difficult issues will arise in RSHE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSHE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question, where appropriate in consultation with a child's parent. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader. When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy. We encourage other valued members of the community to work with us to provide advice and support to the children with regard to relationship and health education. In particular, members of the local health authority, such as the School Nurse and other health professionals, and our Local Community Police Officer, can give us valuable support with our RSHE programme. We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.

- All lessons will be planned in direct liaison with the PSHE Co-ordinator/Class teacher, taking account of the age and needs of the group and the context of the work within the SRE programme.
- Visitors will be reminded that, whilst contributing to RSHE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE Co-ordinator/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

Pupils will be able to raise questions anonymously by utilising question boxes in class All staff teaching RSHE will be supported by advice from the professional body, PSHE Association and through planned CPD. Teachers will see advice from the PSHE leader or a senior leader in school if they have any questions relating to curriculum content or the delivery within lessons.

Safeguarding

Our RSHE programme is one of the most important ways we act on our responsibility to safeguard and protect our children, as set out in our Safeguarding/Child Protection Policy. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in Keeping Children Safe in Education. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our school we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse. Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Where a concern or disclosure is raised teachers or other adults working with the child will consult with the Designated Safeguarding Lead and in his/her absence their Deputy Safeguarding Lead. Staff will respond in a similar way if a child indicates that they may have been a victim of any other type of abuse, including FGM. Staff should be familiar with the specific procedures relating to the reporting of FGM (see our Child Protection Policy). The Designated Safeguarding Lead will then deal with the matter in consultation with other social, health and education professionals, in accordance with statutory safeguarding procedures, following protocols identified in the school Safeguarding Policy. Visitors/external agencies which support the delivery of RSHE will be required to inform the Designated Safeguarding Lead or Deputy Safeguarding Lead in accordance to the school policy. The protocol for inviting visitors into lessons:

- Prior to the commencement of any visit, visitors will be given a copy of the school's Safeguarding Policy and protocol for reporting disclosures.
- All visitors will be given a copy of the RSHE policy.

Engaging Stakeholders

- The school acknowledges that the primary role in children's RSHE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation.
- Parents will be informed about the policy through consultation, information meetings and through written correspondence. • The policy will be available to parents through the school website.
- We are committed to working with parents and carers by holding information sessions, providing workshops for parents to enable them to be confident to answer their children's questions and through signposting via targeted support in school or through the school website, to other resources to support them at home.
- We work closely with parents to ensure that they are fully aware of what is being taught. As part of our whole school approach to RSHE, parent information sessions and opportunities for parents to view the materials and resources used will be held.

Each year these sessions will be repeated to ensure all new parents are fully aware of the school curriculum.

- We will notify parents when Relationships, Sex and Health Education will be taught, by written communication and through the sharing of our curriculum coverage plans.
- From September 2020 Parents/carers do not have the right to withdraw their children from relationship or health content.

We acknowledge that parents have the right to withdraw their children from all or part of the sex education taught in the school except for those parts included in the statutory National Curriculum: all children are expected to learn the content of the national science curriculum (see Appendix 1). Parents are encouraged to establish exactly what is covered in the lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity.

If a parent wishes their child to be withdrawn from any part of our sex education lessons, they should discuss this first with the Head Teacher, make it clear which aspects of the programme they do not wish their child to participate in and confirm their request in writing. The school always complies with the wishes of parents in this regard that is not part of statutory NC Science.

If a parent/carer requests that their child be removed from sex education, we will arrange for the child to be educated in another class who are not participating in the lesson and provide support by giving the parent access to the materials.

This Policy describes the governors' views on how RSHE will be delivered in addition to requirements of the National Curriculum. It is the responsibility of the governors to ensure, through consultation, that the RSHE Policy considers the views of the parents and of our community. It is the responsibility of governors to ensure that the Policy is made available to parents.

In order to facilitate this process, the RSHE Policy will appear annually on the agenda of a governors' meeting. The Policy will be made available for parents/carers on the school website and a link governor with responsibility for safeguarding (to include RSHE) will be nominated.

Pupil voice will be used to review and tailor our RSHE programme to match the different needs of pupils.

Monitoring, reporting and evaluation

- Teachers will critically reflect on their work in delivering RSHE through the evaluation of lessons, discussion with senior leaders and through monitoring activities led by the PSHE leader.
- We will involve children in the evaluation and development of their RSHE in ways appropriate to their age.
- We will refer to local/countywide/national data.
- We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities.
- We will encourage children to ask questions as they arise by providing anonymous question boxes.
- We will ask children to reflect on their learning and set goals for future learning.
- We will consult children (e.g. through School Council) about their perception of the strengths of our RSHE programme and the areas to be further developed.
- The governing body or trustees are responsible for monitoring the delivery of our RSHE policy. Governors give due consideration to any comments from parents about the RSHE programme, and require the Head Teacher to keep a written record of parents' comments.

RSHE Policy Review Date

- This policy will be reviewed in October annually.
- It will be reviewed by the PSHE lead, senior leaders and representatives from the governing body.

- This will ensure that it is in line with current department for Education advice and guidance.

Appendix 1 RSHE Elements of the National Science Curriculum

Key Stage 1 (age 5-7 years)

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Notes and guidance They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Key Stage 2 (age 7-11 years)

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

Notes and guidance Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.

They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Notes and guidance Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution. Note: At this stage, pupils are not expected to understand how genes and chromosomes work.

'The programmes of study for science are set out year-by-year for Key Stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.' Department for Education, September 2013

Appendix 2

Discrete teaching of Sex Education (non-statutory for primary schools).

In Years 5 and 6, the non-statutory aspects of relationships, sex and health education will be taught discretely in the Summer Term. St Mary's Fields Primary School's approach to Relationships, Sex and Health Education is presented in a positive framework of morals, ideals and values. In the context of respectful relationships, children are enabled to make moral decisions.

Information will be provided accurately, honestly and sensitively in an age-appropriate way. Pupils will receive their RSHE in the wider context of relationships and they will be prepared for the opportunities, responsibilities and experiences of adult life. RSHE will develop their confidence in talking, listening and thinking about feelings and relationships; it will enable them to name parts of the body and describe how their bodies work; it will enable them to protect themselves and ask for help and support; it will prepare them for puberty.

Year 5 and Year 6 teaching staff prepare lessons in RSHE with professional resources and under the appropriate guidance.

Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory components of RSHE.

Parents have the right, if they wish, to withdraw their children from all or part of the RSHE that does not form part of the National Curriculum.

Parents will not be able to withdraw pupils from that RSHE which continues to form part of the science curriculum, nor from SRE comprised within other curriculum subjects. The right of withdrawal should not affect spontaneous discussion or the honest answering of questions that arise naturally in other curriculum areas. Parents will be notified of any changes to RSHE Policy and also at any stage of the programme at which they have the option of opting out. Parents can request to see and discuss the materials and resources used for any part of the RSHE programme that is not part of the National Curriculum.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record.

