St. Sebastian's C of E Primary School

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

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Aims

The aims of personal, social, health and economic (PSHE) and relationships and sex education (RSE) in our school are to:

- Support our pupil's personal and social development in our diverse ever-changing community.
- Weave our core values throughout our curriculum and school life to guide our pupils to become responsible, resilient and respectful members of society.
- Provide a positive environment, that nurtures, supports and listens, to enable our pupils to develop into considerate, positive and independent learners.
- Develop the partnership of home and school and provide the knowledge and understanding of PSHE and RSE to our school community.
- Ensure all children are aware of PSHE and RSE in all contexts, understand the rights and responsibilities of themselves and others as well
- Children develop the skills and attributes to deal effectively in a range of contexts and situations.

This will all be in line with our core School Vision:

Through our Christian Values, we strive to create an inclusive nurturing community where everyone can flourish, unlock their potential and widen their horizons.

Faith inspires all that we do, ensuring we become responsible global citizens who promote equality and celebrate individuality.

and British Values.

Statement of Intent

At St Sebastian's Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to PSHE and relationships education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education. State-funded primary schools are also required to teach health education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based PSHE, relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our PSHE, relationships sex and health curriculum, providing clarity on how it is informed, organised and delivered.

We aim to outline the Christian beliefs about human dignity (e.g. Genesis 1:26-27) and the need to love your neighbour as you love yourself (e.g. Mark 12:30-31), linking this to Relationship and Sex Education (RSE) and PSHE to enable pupils to flourish and gain every opportunity to live fulfilled lives.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2014) 'National curriculum in England: framework for key stages 1 to 4'
- DfE (2022) 'Personal, social, health and economic (PSHE) education'
- DfE (2021) DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2024) 'Keeping children safe in education 2024' (KCSIE)
- Equality Act 2010

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Complaints Procedure and Policy
- Behaviour Policy
- SEND Policy
- Equality Information and Objectives 2023-2027
- Anti-Bullying Policy
- Online Safety Policy

Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance.

Roles and Responsibilities

The governing board is responsible for:

- Ensuring the school's PSHE and RSE Policy is implemented effectively.
- Ensuring that the PSHE and RSE Policy, as written, does not discriminate on any grounds or protected characteristics.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents/carers on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.
- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Appointing a link governor for RSE who supports the school and monitors RSE.

- Ensuring all staff receive ongoing training on issues related to PSHE and RSE and how to deliver lessons on such issues.
- Ensuring staff are up to date with policy changes, and familiar with school policy and guidance relating to PSHE/RSE.

The executive headteacher is responsible for:

- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Ensuring that PSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.
- Facilitating the day-to-day implementation and management of the PSHE Policy.
- Reviewing the PSHE Policy **annually**.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents/carers are fully informed of this policy.
- Reviewing requests from parents/carers to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents/carers.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The PSHE/RSE leader is responsible for:

- Ensuring that staff values and attitudes will not prevent them from providing a balanced PSHE/RSE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Leading, managing and developing the school's provision in the subject area.
- Promoting and implementing the school's Equality, Equity, Diversity and Inclusion Policy at all times.
- Promoting and safeguarding the welfare of all pupils at all times.
- Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHE/RSE curriculum is comprehensive and extensive.
- Ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.
- Acting as a positive role model for all pupils and staff members.

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum.
- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the executive headteacher.

Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the PSHE/RSE subject leader to evaluate the quality of provision.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of Teaching Assistants (TAs) in order to meet pupils' individual needs.

Parents/Carers will be responsible for:

- Enabling their children to grow and mature and to form healthy relationships.
- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensure that they are aware of aspects of the curriculum, including when it is going to be delivered and the content.
- Supporting their children's personal, social and emotional development, by working with the school to create an open home environment where pupils can engage,

discuss and continue to learn about matters that have been raised through school PSHE/RSE.

Seeking additional support in this from the school where they feel it is needed.

Content and Delivery

What we teach

As stated above, we teach the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

For the progression of PSHE, including health education, see the attached curriculum map (Appendix 1) and knowledge progression (Appendix 2) for more details about what we teach in each year.

How we teach it

- PSHE lessons take place weekly.
- Our PSHE curriculum is divided into 'bigger concepts': careers; drug, alcohol and tobacco education; financial capability and economic wellbeing; identity, society and equality; keeping safe and managing risk; mental health and emotional wellbeing and physical health and wellbeing (along with RSE)
- This year we are trialing a unit based on introducing the concept of 'spirituality' in the second half of the summer term in each year group, this will be evaluated at the end of 2024/25.
- Our PSHE and relationships curriculum is complimented by our Collective Worships and wider curriculum, including Science and RSE.
- Our PSHE and RSE curriculum is delivered by class teachers and supplemented by workshops and visits from outside agencies e.g. LGBT workshop.
- All children are included in our PSHE lessons through scaffolding, support, recap and pre-teaching.
- We ensure that teachers don't let their personal beliefs and attitudes influence teaching.
- We have adapted the You, Me, PSHE and Kapow schemes of work to suit the needs our children.
- Assessment has an integral part to play in each topic which enables progress to be made through self-reflection as well as group and class discussions. Work produced will also provide evidence for assessment.
- Progress in PSHE is reported to parents/carers in the end of year report.

Relationships and Sex Education

For the purpose of this policy:

- "**Relationships education**" is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.
- "**Health education**" is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

- "**Sex education**" is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

The relationships and health curriculum takes into account the views of teachers, pupils and parents/carers. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs. For example, if there were to be a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/carers/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

See Appendix 1 for more detail about how the curriculum is organised.

The PSHE/RSE lead is Helen Copson.

Pupils

Pupils are expected to engage fully in PSHE/RSE and, when discussing issues related to PSHE/RSE, treat others with respect and sensitivity. Children are made aware of the ground rules in place regarding questions and confidentiality.

Parents and Carers

The school is very aware that the primary role in teaching PSHE/RSE to children lies with parents and carers, although we are also aware that this cannot be taken for granted. We wish to build positive and supportive relationships with the parents and carers of our children at school to ensure that the children are aware of the important and necessary information they need. Including:

- Informing parents and carers about the school's PSHE/RSE policy and practice and the content of the relationships and health curriculum
- Answering any questions that parents/carers may have about how we teach PSHE/RSE in school.
- Taking seriously any issues that may be raised regarding PSHE/RSE.

- Informing parents and carers about best practice and how PSHE/RSE is taught and delivered in school.
- The delivery of the relationships and health curriculum, including what is taught in each year group.
- The legalities surrounding withdrawing their child from the subjects.
- The resources that will be used to support the curriculum.

The school will consult closely with parents/carers when reviewing the content of the school's relationships and health education curriculum, and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parents/carers to inform decisions made about the curriculum content and delivery; however, parents/carers will not be granted a 'veto' on curriculum content, and all final decisions will be the school's to make. The school will permit parents/carers access to all curriculum materials where requested.

The school will work closely with parents/carers in reviewing the sex education curriculum, and will ensure the reviewed policy is uploaded to the website.

The school aims to build positive relationships with parents and carers by inviting them into school to discuss what will be taught, address any concerns and help parents/carers in managing conversations with their children on the issues covered by the curriculum. Parents and carers are also consulted in the review of this policy, and are encouraged to provide their views at any time.

Sex Education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we do teach pupils sex education beyond what is required of the science curriculum.

Parents and carers are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with section 3 and section 4 of this policy. Parents/carers are given the opportunity to advise on what should be taught through sex education.

The age and development of pupils is always considered when delivering sex education.

Terminology

In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils the anatomically correct names for body parts.

Delivery of the Curriculum

The relationships and health curriculum will be delivered as part of our PSHE curriculum.

Sex education will be delivered through the science curriculum and the PSHE curriculum.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.

We will ensure that LGBTQ+ content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson. The school will ensure it is communicated to parents/carers and stakeholders that LGBTQ+ relationships and content are not inherently sexual in nature, and parents/carers do not have the right to withdraw their children specifically from lessons regarding LGBTQ+ issues.

Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.

Any resources or materials used to support learning will be formally assessed by the PSHE subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.

In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given so as to not stigmatise pupils based on their home circumstances.

Whilst there are no formal examinations for the relationships and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

- Knowledge Recaps
- Written assignments
- Group presentations
- Group tasks
- Projects

Relationships Education Overview

Families and People Who Care for Me

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Friendships

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful Relationships

By the end of primary school, pupils will know:

- The importance of respecting others – even when they are very different from them, make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online Relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being Safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

Health Education Overview

The focus of health education at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental Wellbeing

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

- How to judge whether what they are feeling, and how they are behaving, is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- That bullying, including cyberbullying, has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support, including recognising the triggers for seeking support, extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet Safety and Harms

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical Health and Fitness

By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.

- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school, if they are worried about their health.

Healthy Eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.

Drugs, Alcohol and Tobacco

By the end of primary school, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and Prevention

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic First Aid

By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing Adolescent Body

By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

Working with External Experts

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

Withdrawal from Lessons

The school will always recognise that parents/carers have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents/carers do not have a right to withdraw their child from the relationships or health elements of the programmes.

The executive headteacher will automatically grant a parent's/carer's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the executive headteacher will discuss the request with the parent/carer and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The executive headteacher will discuss with the parent/carer, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The executive headteacher will keep a record of the discussion between themselves, the pupil and the parent/carer. The parent/carer will be informed in writing of the executive headteacher's decision.

Where a pupil is withdrawn from sex education, the executive headteacher will ensure that the pupil receives appropriate alternative education.

Requests to withdraw a child from sex education will be made **in writing** to the executive headteacher.

For requests concerning the withdrawal of a pupil with SEND, the executive headteacher will take the pupils' specific needs into account when making their decision.

Equality and Accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics.

The school will design the PSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQ+.

Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence of sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the wellbeing lead to discuss this.

Curriculum Links

The school seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

Behaviour

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

Any bullying incidents caused as a result of the relationships and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-bullying Policy.

The executive headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

Staff Training

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

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Confidentiality

The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning to them about life either at school or at home. Training about confidentiality will be provided to all teachers.

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

Opportunities to teach Safeguarding

Further to the prescribed curriculum for PSHE/RSE, teaching will focus on safeguarding and preventative education.

The school will ensure that, as part of relationships education, pupils are taught about how to keep themselves and others safe, including online.

Preventative education will be adopted as a whole-school approach to PSHE that prepares pupils for life in modern Britain and creates a culture of zero tolerance for

sexism, misogyny, misandry, homophobia, biphobia, transphobia, and sexual violence and harassment.

Teaching will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.

School has a clear vision and set of values which will be underpinned by the Behaviour Policy and pastoral support system as well as by a planned programme of evidence based PSHE/RSE curriculum.

The teaching of safeguarding and preventative education will be fully inclusive and developed to be age and stage development appropriate.

Confidentiality within the classroom will be an important component of PSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Pupil Confidentiality Policy.

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

PSHE teachers will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

The DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.

Dealing with Difficult Questions

The school will support teaching staff to feel comfortable to answer questions from pupils, by providing regular CPD training in how to deliver sex education, including sessions on confidentiality, setting ground rules, handling controversial issues, responding to 'awkward' questions and an introduction to the rationale of why teaching RSE is so important. The school will encourage teaching staff to refer questions they feel ill-equipped to answer to the RSE subject leader for advice or support in handling the question.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Whilst there are no formal examinations for the relationships and health curriculum, the school will undertake informal assessments to determine pupil progress – these include Knowledge Recaps, written tasks, group tasks and presentations.

Monitoring Arrangements

The delivery of PSHE/RSE is monitored by Helen Copson and the SLT through:

- Learning walks
- Monitoring planning
- Pupil voice
- Staff voice

This policy will be reviewed annually. At every review, the policy will be approved by the governing board.

Appendix 1 – Relationships and Sex Education Curriculum Map

PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All year groups (EYFS follow Early Learning Goals)	Family & relationships	Health & Wellbeing	Safety & the changing body (RSE Unit)	Citizenship	Economic Wellbeing	Spirituality

British Values

EYFS

Personal and Social and Emotional Development		
Autumn Term	**Spring Term**	**Summer Term**
Self-regulation **Children routinely recognise others' emotions and comfort/are sensitive to individual needs.** **Children know how to use social phrases within their play "Stop. I don't like that" "I'm feeling left out" "Please know how to we share?"** **Children understand that they have to wait for an adult or resource and know how to wait patiently.** **Children talk in detail about what they are going to do and what they will need** **Children know how to say "I have been/made…" I used …" I am really proud of …" children talk about improvements they have made** **Children know how to listen carefully and follow three step instructions.** **Children know how to listen to an adult and talk about what good listening is.** **Managing Self** **Children know how to talk about:** - **How to cross the road safely** **Why a good night's sleep is important** - **Why we brush our teeth** - **How exercise affects our body** - **What foods are healthy for us.** **Children independently get changed for PE and know how to use buttons to get themselves dressed** **Children know how to put a painting apron on independently.**	**Health and Hygiene** Children know how to wash their hands independently. Children know how to manage their own toileting independently. Children know why we brush our teeth and begin to brush their teeth independently. Children begin to recognise what is meant by a healthy lifestyle (5 a day, 5 ways to wellbeing, picture books) **Fine Motor** Children know how to hold a knife and fork correctly Children know how to cut up food with a knife and fork independently.	**Health and Hygiene** Children know how to talk about: - How to cross the road safely - Why a good night's sleep is important - Screen time at home - Why we brush our teeth - How exercise affects our body What foods are healthy for us.

Children know why we have rules and know how to explain what good behaviour is. **Children know how to try different ways to solve a challenge.** **Children know how to say something they are proud of and talk about what they have learned (growth mindset focus)** **Building Relationships** **Children know how to listen to the views of others in play situations.** **Children respect others' ideas during play.** **Children routinely recognise others' emotions and comfort/are sensitive to individual needs.**		

PSHE – Family & Relationships

	Week 1	Week 2	Week 3	Week 4	Week 5
Year 1	**Lesson 1** To understand what families look like. Individual Liberty	**Lesson 2 & 4** To begin to understand the importance and characteristics of positive friendships. To begin to understand how friendships can make us feel. Mutual Respect & Tolerance	**Lesson 3** To recognise how others show feelings and how to respond. Mutual Respect & Tolerance	**Lesson 5 & 6** To begin to understand that friendships can have problems but we can overcome them. To begin to understand that being friendly to others makes them feel welcome and included. Mutual Respect & Tolerance	**Lesson 7** To begin to understand what is meant by a stereotype. Mutual Respect & Tolerance
Year 2	**Lesson 1 & 2** To begin to understand the role of the family in their lives. Mutual Respect & Tolerance To begin to understand the range of families they may encounter now and in the future, Mutual Respect & Tolerance	**Lesson 3 & 4** To recognise how others show feelings in different ways and how to respond. Mutual Respect & Tolerance To begin to understand that some friendships might make us feel unhappy and how to deal with this. Individual Liberty Mutual Respect & Tolerance	**Lesson 5** To begin to understand the conventions of courtesy and manners. Individual Liberty Mutual Respect & Tolerance	**Lesson 6** To begin to understand ow loss and change can affect us. Individual Liberty	**Lesson 7** To develop an understanding of stereotypes and how these might affect job/career choices. Individual Liberty

Year 3	**Lesson 1** To understand that families love and support each other but sometimes problems can occur and help is available if needed. Mutual Respect & Tolerance	**Lesson 2 & 3** To understand that friendships have ups and downs and that problems can be resolved. Mutual Respect & Tolerance To begin to understand the impact of bullying. Mutual Respect & Tolerance	**Lesson 4 & 5** To listen and communicate effectively. Individual Liberty To understand why trust is an important part of positive relationships. Individual Liberty Mutual Respect & Tolerance	**Lesson 6** To begin to understand the differences between people and why it is important to respect these differences. Individual Liberty Mutual Respect & Tolerance	**Lesson 7 & 8** To recognise that stereotypes are present in everyday life. Individual Liberty Mutual Respect & Tolerance To recognise that stereotypes exist based on a number of factors. Mutual Respect & Tolerance
Year 4	**Lesson 1** To develop an understanding of courtesy and manners in a range of situations. Individual Liberty Mutual Respect & Tolerance	**Lesson 2** To begin to understand the physical and emotional boundaries in friendships. Individual Liberty Mutual Respect & Tolerance	**Lesson 3 & 4** To understand that my behaviour can impact on others. Individual Liberty To understand the impact of bullying and the responsibility of bystanders to help. Individual Liberty	**Lesson 5 & 6** To explore stereotypes in fictional characters and think about how these might influence us. Individual Liberty To recognise that stereotypes can relate to a number of factors. Individual Liberty Mutual Respect & Tolerance	**Lesson 8** To explore how we can help following a bereavement. Individual Liberty
Year 5	**Lesson 1 & 2** To understand how to form and maintain positive relationships. Individual Liberty To explore the ups and downs of friendships. Individual Liberty	**Lesson 3** To understand the concept of marriage. Individual Liberty Mutual Respect & Tolerance Rule of Law	**Lesson 4 & 6** To begin to understand self-respect. Individual Liberty To understand more about bullying and how to get help. Individual Liberty	**Lesson 5** To understand that family relationships can sometimes make children feel unhappy and what they can do if this happens. Individual Liberty Mutual Respect & Tolerance	**Lesson 7 & 8** To recognise how attitudes to gender have changed over time. Individual Liberty Mutual Respect & Tolerance To explore the impact of stereotypes and how they can lead to discrimination. Individual Liberty Mutual Respect & Tolerance
Year 6	**Lesson 1 & 2** To understand what we mean by respect and why it is important. Individual Liberty Mutual Respect & Tolerance	**Lesson 3** To explore other people's attitudes and ideas and begin to challenge these. Individual Liberty Mutual Respect & Tolerance	**Lesson 4** To understand stereotypes and be able to share information on them. Individual Liberty Mutual Respect & Tolerance	**Lesson 5** To resolve disputes and conflict through negotiation and compromise. Individual Liberty Mutual Respect & Tolerance	**Lesson 6** To begin to understand the process and emotions relating to grief. Individual Liberty

	To understand that respect is two way and how we treat others is how we expect to be treated. Individual Liberty Mutual Respect & Tolerance				

Health & Wellbeing

	Week 1	Week 2	Week 3	Week 4	Week 5
Year 1	**Lesson 1 & 2** To describe feelings and develop simple strategies for managing them. Individual Liberty To recognise and celebrate their strengths and set simple but challenging goals. Individual Liberty	**Lesson 3 & 4** To understand the benefits of physical activity and rest. Individual Liberty To know how to relax in different ways. Individual Liberty	**Lesson 5 & 7** To begin to understand how germs are spread and how we can stop them spreading. Individual Liberty To begin to understand allergies. Individual Liberty	**Lesson 6** To begin to understand the risks associated with the sun. Individual Liberty	**Lesson 8** To understand that there are people in the local community who can help to keep us healthy. Individual Liberty
Year 2	**Lesson 1** To describe a range of feelings and develop simple strategies for managing them. Individual Liberty	**Lesson 2** To understand the benefits of physical activity. Individual Liberty	**Lesson 3 & 5** To use breathing exercises to relax. Individual Liberty To identify strategies to help overcome barriers or manage difficult emotions. Individual Liberty	**Lesson 4** To understand their strengths and set themselves achievable goals. Individual Liberty	**Lesson 5** To understand what it means to have a healthy diet. Individual Liberty To understand ways of looking after our teeth. Individual Liberty
Year 3	**Lesson 3 & 4** To understand the different aspects of my identity. Individual Liberty To identify my own strengths and begin to see how they can affect others. Individual Liberty	**Lesson 5** To break down barriers into smaller, achievable goals. Individual Liberty	**Lesson 6** To recognise when to give consent. Individual Liberty Rule of Law	**Lesson 1 & 7** To understand and plan for a healthy lifestyle including physical activity, rest and diet. Individual Liberty	**Lesson 2** To perform a range of relaxation stretches. Individual Liberty

Year 4	**Lesson 7** To begin to understand what mental health is and who can help if I need it. Individual Liberty	**Lesson 6** To understand a range of emotions. Individual Liberty	**Lesson 3** To develop a growth mindset and understand that mistakes are useful. Individual Liberty	**Lesson 4** To identify my own strengths and begin to see how they can affect others. Individual Liberty Mutual Respect & Tolerance	**Lesson 5** To identify what's important to me and to take responsibility for my own happiness. Individual Liberty To understand what relaxation is Individual Liberty
Year 5	**Lesson 4** To learn how to set short-term, medium-term and long-term goals. Individual Liberty	**Lesson 5** To use vocabulary to describe their feelings and take responsibility for them. Individual Liberty	**Lesson 3** To understand the purpose of failure. Individual Liberty	**Lesson 1 & 2** To use yoga poses and breathing to relax. Individual Liberty To understand the benefits of sleep. Individual Liberty	**Lesson 6** To understand and be able to plan healthy meals. Individual Liberty
Year 6	**Lesson 3, 8 & 6** To understand and plan for a healthy lifestyle. Individual Liberty To understand what happens when we are ill and begin to understand when to seek support. Individual Liberty To understand ways that we help ourselves and others becoming ill. Individual Liberty	**Lesson 4 & 7** To understand the potential impact of technology on physical and mental health. Individual Liberty To understand how habits can be good or bad for our health. Individual Liberty	**Lesson 1** To identify long term goals and how to work towards them. Individual Liberty	**Lesson 5** To reflect on skills they have developed to identify and respond to difficult situations. Individual Liberty	**Lesson 2** To use mindfulness to manage emotions. Individual Liberty

Safety and the Changing Body

	Week 1	Week 2	Week 3	Week 4	Week 5
Year 1	**Lesson 1 & 2** To know how to respond to adults in a safe and familiar context. Mutual Respect & Tolerance To understand how to respond to adults in a range of situations. Mutual Respect & Tolerance	**Lesson 3 & 4** To understand what to do if you get lost. Individual Liberty To know what an emergency is and how to make a phone call if needed. Individual Liberty	**Lesson 5 & 8** To begin to understand the difference between acceptable and unacceptable physical contact. Individual Liberty To understand that there are people in the local community who help to keep us safe. Individual Liberty	**Lesson 6** To begin to understand what is safe to put into or onto our bodies. Individual Liberty	**Lesson 7** To understand that there are dangers at home and how these can be avoided. Individual Liberty
Year 2	**Lesson 1 & 2** To understand what the internet is and how it can help us. Individual Liberty To understand how to stay safe when using the internet. Individual Liberty Rule of Law	**Lesson 3 & 6** To begin to understand the difference between secrets and surprises. Individual Liberty To respect personal boundaries. Mutual Respect & Tolerance	**Lesson 4 & 5** To begin to understand the concept of privacy and the correct vocabulary for body parts. Individual Liberty To understand safe and unsafe touches, Individual Liberty Mutual Respect & Tolerance Rule of Law	**Lesson 7 & 8** To understand ways to keep safe on and near roads. Individual Liberty Rule of Law To understand ways to keep safe on and near roads. Individual Liberty Rule of Law	**Lesson 9** To begin to understand how to stay safe with medicines. Individual Liberty Rule of Law
Year 3	**Lesson 1 & 2** To understand the role I can take in an emergency situation. Individual Liberty Mutual Respect & Tolerance To understand how to help id someone has been stung or bitten. Individual Liberty Mutual Respect & Tolerance	**Lesson 3, 4 & 5** To understand the importance of being kind online and what this looks like. Individual Liberty Mutual Respect & Tolerance To understand that cyberbullying involves being unkind online. Individual Liberty Mutual Respect & Tolerance Rule of Law	**Lesson 6** To understand the choices people can make and those which are made by others. Individual Liberty Mutual Respect & Tolerance	**Lesson 7** To begin to recognise who and what can influence our decisions. Individual Liberty Mutual Respect & Tolerance	**Lesson 8** To develop an understanding of safety on or near roads. Individual Liberty Mutual Respect & Tolerance Rule of Law

		To understand that not all emails are genuine. Individual Liberty Mutual Respect & Tolerance			
Year 4	**Lesson 1, 2 & 5** To understand that age restrictions are designed to protect us. Rule of Law To understand the benefits and risks of sharing material online. Individual Liberty Mutual Respect & Tolerance Rule of Law To understand that not all information on search engines is valuable. Individual Liberty	**Lesson 4** To develop an understanding of privacy and the difference between secrets and surprises. Individual Liberty Mutual Respect & Tolerance Rule of Law	**Lesson 6** To recognise that change is part of growing up. Individual Liberty	**Lesson 7** To recognise the physical differences between children and adults. Individual Liberty	**Lesson 3 & 8** To understand how to help someone with asthma. Individual Liberty Mutual Respect & Tolerance To begin to understand the risks of smoking and the benefits of being a non-smoker. Individual Liberty Mutual Respect & Tolerance
Year 5	**Lesson 1 & 2** To begin to understand some issues related to friendships including the impact of their actions. Individual Liberty Mutual Respect & Tolerance To learn about staying safe online. Individual Liberty Mutual Respect & Tolerance Rule of Law	**Lesson 3** To understand the physical changes during puberty. Individual Liberty	**Lesson 4** To understand the menstrual cycle Individual Liberty	**Lesson 5** To understand emotional changes during puberty. Individual Liberty	**Lesson 6 & 7** To understand how to help someone who is bleeding. Individual Liberty Mutual Respect & Tolerance To begin to understand the influence others have on us and how we can make our own decisions. Individual Liberty Mutual Respect & Tolerance
Year 6	**Lesson 2 & 3** To learn to become a discerning consumer of information online. Individual Liberty Mutual Respect & Tolerance	**Lesson 4** To understand the physical and emotional changes of puberty. Individual Liberty	**Lesson 5** To learn about conception (parents have the right to withdraw their child from this lesson)	**Lesson 6** To understand the development of the baby during pregnancy. Individual Liberty	**Lesson 1, 7 & 8** To begin to understand the risks of alcohol. Individual Liberty

	Rule of Law To understand that online relationships should be treated in the same way as face to face relationships. Individual Liberty Mutual Respect & Tolerance		Individual Liberty		To understand how to help someone who is choking. Individual Liberty To understand how to help someone who is unresponsive. Individual Liberty

Citizenship

	Week 1	Week 2	Week 3	Week 4	Week 5
Year 1	**Lesson 1 & 6** To begin to understand the importance of rules. Rule of Law To begin to understand how democracy works. Democracy	**Lesson 2** To understand that animals have different needs and how to care for them. Rule of Law	**Lesson 3** To begin to understand the needs of babies and young children. Rule of Law	**Lesson 4** To recognise ways in which we are the same and different to other people. Individual Liberty Mutual Respect & Tolerance	**Lesson 5** To understand the range of groups people belong to, Individual Liberty Mutual Respect & Tolerance
Year 2	**Lesson 1** To understand the importance of rules. Rule of Law	**Lesson 2** To understand ways to look after the school environment. Rule of Law	**Lesson 3** To recognise the role people play in looking after the environment. Rule of Law	**Lesson 4 & 5** To begin to understand the roles people have in the community. Rule of Law Democracy To recognise similarities and differences between people in the local community. Individual Liberty Mutual Respect & Tolerance	**Lesson 6 & 7** To begin to understand how democracy works in school. Democracy To understand ways to share an opinion. Individual Liberty Democracy
Year 3	**Lesson 1 & 2** To begin to understand the UN convention of the rights of the child. Rule of Law	**Lesson 3 & 4** To understand the environmental benefits of recycling. Rule of Law	**Lesson 5** To understand that charities care for others and how people can support them. Mutual Respect & Tolerance	**Lesson 6** To begin to understand how democracy works in the local area. Democracy	**Lesson 7** To understand why we have rules and the consequences of breaking rules at school and home. Rule of Law

	Individual Liberty To understand the responsibilities of both children and adults to help all children benefit from their rights. Individual Liberty Mutual Respect & Tolerance Rule of Law	To understand the groups which make up the community. Rule of Law			
Year 4	**Lesson 1** To begin to understand the Human Rights convention Individual Liberty Mutual Respect & Tolerance Rule of Law	**Lesson 2** To understand how reusing items benefit the environment. Mutual Respect & Tolerance	**Lesson 3 & 4** To understand the role of groups in the wider community. Rule of Law To understand the contribution groups make to a community, Individual Liberty Mutual Respect & Tolerance	**Lesson 5** To understand the value of diversity in a community. Mutual Respect & Tolerance	**Lesson 6** To develop an understanding of the role of local government. Rule of Law Democracy
Year 5	**Lesson 1 & 5** To begin to understand what happens when the law is broken. Rule of Law To recognise the role of pressure groups, Rule of Law	**Lesson 2** To explore the links between rights and responsibilities. Individual Liberty Rule of Law	**Lesson 3** To understand how reducing our use of materials and energy will help the environment. Rule of Law	**Lesson 4** To understand how we recognise and value the contribution people make to the community. Mutual Respect & Tolerance	**Lesson 6** To begin to understand how parliament works. Democracy
Year 6	**Lesson 1** To understand human rights including the right to education. Individual Liberty Mutual Respect & Tolerance Rule of Law	**Lesson 2** To understand some environmental issues relating to food and food production. Rule of Law	**Lesson 3 & 4** To understand how to show care and concern for others. Individual Liberty Mutual Respect & Tolerance To recognise prejudice and discrimination and learn how this can be challenged. Mutual Respect & Tolerance	**Lesson 5** To understand diversity and the value different people bring to a community. Mutual Respect & Tolerance	**Lesson 6** To begin to understand how government works. Democracy

Economic Wellbeing

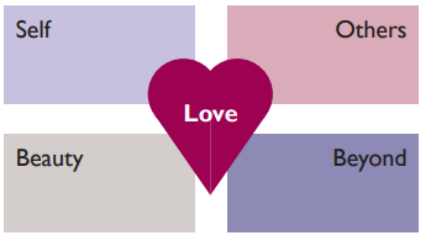
	Week 1	Week 2	Week 3	Week 4	Week 5
Year 1	**Lesson 1** To discover what money is and how it helps us. Individual Liberty Rule of Law	**Lesson 2** To consider ways to keep coins safe. Individual Liberty Rule of Law	**Lesson 3** To recognise the purpose of banks and building societies. Individual Liberty Rule of Law	**Lesson 4** To begin to understand the differences between spending and saving money. Individual Liberty Rule of Law	**Lesson 5 & 6** To identify the different job roles adults have in school. Individual Liberty Rule of Law To identify and describe different jobs. Individual Liberty Rule of Law
Year 2	Lesson 1 To explore the ways people receive money. Rule of Law	Lesson 2 & 3 To identify basic needs essential for healthy growth. Individual Liberty Rule of Law To consider how people decide what they want. Individual Liberty Rule of Law	Lesson 4 To explore how bank accounts and cards help with managing money. Individual Liberty Rule of Law	Lesson 5 To identify my skills and talents. Individual Liberty	Lesson 6 To describe how to make others feel included. Mutual Respect & Tolerance
Year 3	**Lesson 1 & 2** To understand the different ways to pay for things and why people might choose them. Individual Liberty Rule of Law To understand how to put together a budget. Individual Liberty Rule of Law	**Lesson 3** To recognise that money has an impact on how we feel. Individual Liberty Rule of Law	**Lesson 4** To begin to recognise how ethics can influence our spending decisions. Individual Liberty Rule of Law	**Lesson 5** To understand that there are a range of jobs available and to think about what job they might want to do. Individual Liberty	**Lesson 6** To understand that there are stereotypes in the workplace and these should not limit people's career aspirations. Individual Liberty Mutual Respect & Tolerance Rule of Law

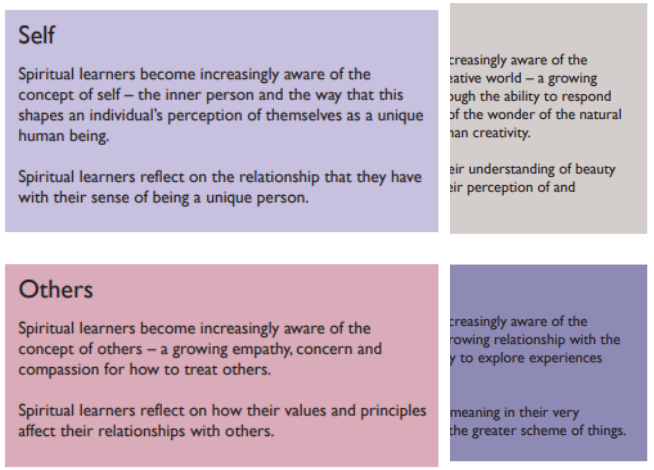
Year 4	**Lesson 1** To recognise factors influencing value for money. Individual Liberty Rule of Law	**Lesson 2** To understand the importance of monitoring money. Individual Liberty Rule of Law	**Lesson 3** To describe different ways of keeping money safe. Individual Liberty Rule of Law	**Lesson 4 & 5** To understand how different factors can influence career choices. Individual Liberty Rule of Law To explain why people can have more than one career in their life. Individual Liberty Rule of Law	**Lesson 6** To identify and challenge stereotyping in the workplace. Individual Liberty Mutual Respect & Tolerance Rule of Law
Year 5	**Lesson 1 & 2** To prioritise needs over wants Individual Liberty To create a weekly budget. Individual Liberty Rule of Law	**Lesson 3** To identify the significance of borrowing and loaning money. Individual Liberty Rule of Law	**Lesson 4** To examine the risks associated with handling money online. Individual Liberty Rule of Law	**Lesson 5** To identify and challenge stereotyping in the workplace. Individual Liberty Rule of Law	**Lesson 6** To explore how personal interests and skills align with different careers. Individual Liberty
Year 6	**Lesson 1 & 2** To identify feelings around money and discuss their impact. Individual Liberty Rule of Law To recognise how to safeguard money in digital and physical environments. Individual Liberty Rule of Law	**Lesson 3** To identify how money-related matters develop at secondary school. Individual Liberty Rule of Law	**Lesson 4** To recognise the risks of gambling. Individual Liberty Rule of Law	**Lesson 5** To explore how different careers operate in a workplace. Individual Liberty Rule of Law	**Lesson 6** To explore different career routes and their requirements. Individual Liberty Rule of Law

SMSC

This term will focus on Spirituality.

Individual Liberty
Mutual Respect & Tolerance





	Week 1 Self	Week 2 Others	Week 3 Beyond	Week 4 Beauty	Week 5 Love
Year 1	**Introduce Spirituality** **What makes you happy?** Create a picture of what makes you happy and share it with the class	**How can we be kind to people?** Create a kindness chart.	**What do you think happens when you wish upon a star?** Make a start wand and write down a wish on a piece of paper.	**What is the most beautiful thing you have ever seen?** Bring in something or create something and explain why it's beautiful.	**How do you show your family that you love them?** Make a card or a small gift to show love to a family member.
Year 2	**Introduce Spirituality** **What makes you special?** Create a 'Me' poster	**How can we help someone who is feeling sad?** Role play some scenarios and brainstorm ways to help them feel better.	**What do you think is in the sky beyond the clouds?** Paint/create a picture and use your imagination of what might be beyond the clouds.	**How do flowers make you feel?** Go on a nature walk, make a class bouquet/flower garden.	**Why is it important to say, 'I love you?'** Make a list of people and why you would say these words to them.
Year 3	**Introduce Spirituality** **What are you good at?** Write/draw examples of what you are good at.	**What makes a good friend?** Create a good friend checklist.	**Where do you think dreams come from?** Draw/paint a dream you had and share where you think it came from.	**Why do you think people like to look at the stars?** Create a starry night scene.	**How do you feel when someone gives you a hug?** Write a short poem about how hugs make you feel.
Year 4	**Introduce Spirituality** **How do you feel when you achieve something new?**	**How can you show respect to people who are different from us?**	**What do you think happens after the rain stops?** Paint a picture to show what happens after the rain	**How does listening to music make you feel?**	**What are some of the ways you can show love without using words?**

	Write a diary entry about a time you achieved something and how it made you feel.	Create a poster that celebrate diversity and different ways to show respect.	(puddles, rainbows, the sun coming out…)	Listen to some different styles of music and draw how each piece makes you feel.	Create a chart of non-verbal ways to show love.
Year 5	**Introduce Spirituality** **What is something you believe strongly?** Write a persuasive letter about something you believe in and share it with the class.	**How can we make our community a better place?** Plan a small community project as a class.	**What do you think is the purpose of life?** Create a class mural to represent everyone's ideas.	**What makes a piece of art beautiful to you?** Look at/bring in or create a piece of art that you find beautiful and explain why.	**How do you know if someone loves you?** Write down a time when you felt loved.
Year 6	**Introduce Spirituality** **What does it mean to be true to yourself?** Create a vision board that represents you.	**How can conflicts be resolved effectively?** Discuss conflicts and how they can be different with possible solutions.	**What do you think about when you look at the night sky?** Write a reflection for yourself and share with each other.	**How does nature inspire creativity?** Spend time outside creating art from nature.	**What is it important to love yourself?** Write a letter to yourself highlighting your positive qualities and the things you love about yourself.