



Relationship and Sex Education Policy

Sonning Church of England Primary School

Approved by:	Full Governing Body	Date:
---------------------	---------------------	--------------

Last reviewed on:	January 2021
--------------------------	--------------

Next review due by:	January 2022
----------------------------	--------------

Contents

1. Vision and Values	2
2. Aims	3
3. Policy development.....	3
4. Definition	3
5. Curriculum	3
6. Delivery of RSE	4
7. Roles and responsibilities	4
8. Parents' right to withdraw	5
9. Training	5
10. Monitoring arrangements.....	5
11. Appendix 1: Government Guidance/Advice for parents.....	6
12. Appendix 2: Curriculum Intentions.....	9
13. Appendix 3: Curriculum Overview	94

1. Vision and Values

The RSE Policy sits within the vision and reflects the values of Sonning Church of England Primary School and within the vision and values of The Keys Academy Trust.

The Trust's vision is to provide the very best educational experiences for our pupils and staff so that our family of schools are recognised as centres of academic and pastoral excellence at the heart of the communities they serve.

Our Vision at Sonning Church of England Primary School is to equip our children with the skills they need to make positive choices in everything they do. Like the wise man who built his house upon the rock (Matthew 7: 24-25), we follow our Christian values to build strong foundations for the years ahead.

Guided by **our Values of Love, Courage, Respect, Aspiration and Curiosity**, we provide a happy, exciting and encouraging environment where children can flourish and develop as individuals. We offer a challenging, broad and relevant curriculum that enables all children (regardless of their background, faith, race, ability or gender) to do their best and achieve well.

This policy should be read alongside the Equalities Act 2010.

www.legislation.gov.uk/ukpga/2010/15/contents

and also the following Trust and School policies:

Safeguarding, SEND, PSHCE, RE, Science

The policy was developed in line with the *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers DfE July 2019* and the Church of England Policy Template for RSE, November 2019.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

<https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education>

2. Aims

The aims of relationship and sex education (RSE) within our Trust and at our schools are to:

- Help all pupils gain skills and wisdom in relationships with others, within the Christian ethos of the Trust.
- Help pupils understand a view of relationships and sex as good gifts which bring responsibilities and contribute to human flourishing.
- Create a positive culture which helps pupils understand issues of sexuality and relationships.
- Help all pupils to know how to keep themselves and others safe in the context of a variety of relationships.
- Help pupils develop self-respect, confidence, empathy and respect for others.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Work in partnership with parents and carers in helping pupils gain the skills they need in these areas, recognizing the responsibility they hold of ensuring their children grow and mature into healthy relationships.
- Provide a framework in which sensitive discussions can take place and pupils can reflect on and understand that some people will have different and strongly held views on some of the issues.

The RSE curriculum will be implemented in a sensitive way, in accordance with the Christian values of the Trust, taking into account the diverse backgrounds of the communities we serve.

3. Policy development

Schools in the Trust will consult parents and stakeholders when developing and reviewing this RSE policy.

This policy has been developed in consultation with staff, pupils and parents and then agreed by governors.

The Trust has agreed the definition and aims, and will review them bi-annually while individual schools will review and revise the other elements of the policy annually.

4. Definition

Relationship Education (RE) concerns the development of pupils' understanding and ability to have positive, healthy, meaningful and sustained relationships of all kinds. It concerns the emotional, social and cultural development of pupils, and includes healthy living, personal identity, the importance of being in relationships with others, healthy relationships and staying safe, and respecting others.

Primary schools in the Trust may also choose to teach Sex Education, although this is not a statutory requirement for primary schools. Sex education concerns the development of pupils' understanding of sex, sexual health and human sexuality.

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

RSE will always be taught in an age appropriate manner, and will be taught in ways which recognises the cultural and religious backgrounds of all those in the school community.

5. Curriculum

Our curriculum is set out as per Appendix 2 but we may need to adapt as and when necessary. Our school will inform parents of any significant changes to curriculum content.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online. If appropriate, staff will inform parents if particular questions are raised by a child for them to discuss at home.

For more information about our curriculum, see our curriculum map in Appendix 3.

6. Delivery of RSE

RSE is taught within the personal, social, health and citizenship education (PSHCE) curriculum. Biological aspects of RSE are taught within the science curriculum. Lessons will typically be delivered by the class teacher; however, health professionals may be used to support the delivery of teaching if available.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life. **See Appendix 2 for an overview of curriculum content taught in each year group.**

Pupils in Year 5 and Year 6 also receive stand-alone sex education sessions. Please see *Appendix 2* for information about what is covered. Parents have the right to withdraw their child from these sessions. Information will be provided to parents regarding the curriculum content of these sessions. If a parent is considering withdrawing their child from these sessions, we encourage them to speak to the Headteacher.

7. Roles and responsibilities

7.1 The governing board

The Trust will review and approve the Definition and Aims of RSE across the Trust. The Local Governing body will review the remainder of the policy and approve the RSE policy for their school, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

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

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

Staff Responsible for overseeing RSE in our school are:

Subject Leader: Miss Francesca Pack/ Mrs Sarah Combe

Headteacher: Mr Luke Henderson

Linked Governor: Mrs Clare Borsberry-Lewis

7.4 Pupils

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

8. Parents' right to withdraw

Parents only have the right to withdraw their children from the non-statutory components of RSE. All other aspects of the RSE curriculum are statutory and 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. The Headteacher will discuss the request with parents and take appropriate action.

If the decision to withdraw is made, alternative work will be given to pupils who are withdrawn from RSE.

9. 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 to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the subject leader and Headteacher in a variety of ways. These may include:

- Learning walks
- Planning monitoring
- Pupil conferencing
- Book monitoring

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the school annually. Following review, the policy will be approved by the Local Governing Body.

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.

- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.



Right to withdraw your child



You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Appendix 2: Curriculum Intentions

By the end of primary school children will learn about:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
	<ul style="list-style-type: none">• 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 marriage¹ 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.

¹ Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should 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, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none">• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.• practical steps they can take in a range of different contexts to improve or support respectful relationships.• the conventions of courtesy and manners.• the importance of self-respect and how this links to their own happiness.• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.• what a stereotype is, and how stereotypes can be unfair, negative or destructive.• the importance of permission-seeking and giving in relationships with friends, peers and adults.
---------------------------------	--

Online relationships

Pupils should know

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

Being safe

Pupils should 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; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

APPENDIX 3- Curriculum Overview

Relationships Education curriculum map



Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

Reception	<p>AUTUMN 1 Being Me</p> <p>AUTUMN 2 Celebrating Difference</p> <p>SPRING 1 Healthy Me</p> <p>SPRING 2 Dreams and Goals</p> <p>SUMMER 1 Relationships</p> <p>SUMMER 2 Changing Me</p>	<p><u>Being Me</u> Children will be taught about different emotions and how to recognise their feelings. They will be taught about being kind to others at home and at school. Children will be taught about how to make their school a fun and safe place and about taking responsibility.</p> <p><u>Celebrating Difference</u> Children will learn about their strengths and others and how they are all different. Children will learn to understand that being different makes them special and this is important. Children will learn about friendship, making friends, playing with others and being kind.</p> <p><u>Healthy Me</u> Children will be taught about health and exercise. They will learn that they need exercise to keep their body healthy and learn the importance of resting and sleep when they feel tired. They will learn about healthy eating, healthy food choices and keeping clean. Children will learn about stranger danger.</p> <p><u>Dreams and Goals</u> Children will be taught about perseverance and staying motivated when finding something challenging. They will learn about making goals and working towards them and how they can encourage others to achieve using kind words. Children will learn about the link between what they learn now and the job they'd like to do in the future.</p> <p><u>Relationships</u> The children explore what it means to be a friend. They will be taught how to solve friendship problems and what to do if a friend is being unkind to them. Family is explored, with a focus on helping others and being loving and caring towards their family.</p> <p><u>Changing Me</u> Children will be taught about their body. They will learn the names of the body parts, how to respect their body by being healthy and that we all grow from babies to adults. They will be taught about how they may have different feelings moving into Year 1 and how it's okay to feel worried, nervous, happy or excited and to celebrate their memories of reception and excitement of moving into Year 1.</p>	<p>PSHCE Framework</p> <p>Self-confidence and self esteem Making Relationships Behaviour and Self Control Sense of Community Self-Care Healthy and Bodily Awareness</p>	See Jigsaw

Year 1	AUTUMN 1 Being Me	<u>Being Me</u> Children will learn how to be safe in school, about feeling proud and making good choices.	<p style="text-align: center;">PSHCE Framework</p> <p>1a, to recognise what they like and dislike, what is fair and unfair and what is right and wrong 1b, to share their opinions on things that matter to them and explain their views 1c, to recognise, name and deal with their feelings in a positive way 1d, to think about themselves, learn from their experiences and recognise what they are good at</p> <p>2a, to take part in discussions with one other person and the whole class 2c, to recognise choices they can make and recognise the difference between right and wrong 2e, to realise that people and other living things have needs and that they have responsibilities to meet them 2f, that they belong to various groups and communities, such as family and school</p> <p>3a to make simple choice that improve their health and well-being 3e, the names of the main parts of the body</p> <p>4b, to listen to people and play and work cooperatively 4c, to recognise how their behaviour affects other people, to identify and respect the differences and similarities between people 4d that family and friends should care for each other</p>	See Jigsaw
	AUTUMN 2 Celebrating Difference	<u>Celebrating Difference</u> Children will learn how they are similar and different to their friends. They will learn about bullying and how to make new friends.		
	SPRING 1 Healthy Me	<u>Healthy Me</u> Children will learn how to make healthy food choices, about handwashing and keeping safe from germs, about how to be safe crossing the road and how being healthy makes you feel happy.		
	SPRING 2 Dreams and Goals	<u>Dreams and Goals</u> Children will learn about their strengths and how to work hard to achieve a goal.		
	SUMMER 1 Relationships	<u>Relationships</u> Children will learn about different types of families, about friendship and people who are important to them.		
	SUMMER 2 Changing Me	<u>Changing Me</u> Children will learn that as they grow older their friendships and interests will change		

Year 2	AUTUMN 1 Being Me	<u>Being Me</u> Children will learn about how to make their classroom a safe place by working co-operatively and learning together following the class charter. Children will learn how to make their class a fair and safe place and who to talk to if they feel worried or need help.	<p>PSHCE Framework</p> <p>1b share their opinions on things that matter to them and explain their views</p> <p>1d, to think about themselves, learn from their experiences and recognise what they are good at</p> <p>2e, to realise that people and other living things have needs, and that they have responsibilities to meet them</p> <p>3a, how to make simple choices that improve their health and well-being</p> <p>3b, to maintain personal hygiene</p> <p>3d, about the process of growing from young to old and how people's needs change</p> <p>4d that families and friends should care for each other</p> <p>3e, the names of the main parts of the body</p> <p>4c, to identify and respect the differences and similarities between people</p> <p>National Curriculum Science</p> <p>2a, to recognise and compare the main external parts of the bodies of humans and of other animals</p> <p>Sc2/1b, that animals including humans move, feed, grow, use their senses, and reproduce</p>	See Jigsaw
	AUTUMN 2 Celebrating Difference	<u>Celebrating Difference</u> Children will learn some ways in which boys and girls are similar and different and to feel good about this. They will learn about how to deal with bullying and the importance of being kind to others. They will learn how everyone is special and unique.		
	SPRING 1 Healthy Me	<u>Healthy Me</u> Children will learn how to make healthy lifestyle choices and how to care for their body.		
	SPRING 2 Dreams and Goals	<u>Dreams and Goals</u> Children will learn about their strengths as a learner, how to solve problems and how to work with others to help them learn. They will understand how being successful makes them feel good.		
	SUMMER 1 Relationships	<u>Relationships</u> Children will learn about different families and how they are valued. They will learn about trust, how to resolve conflicts with friends and how to deal with secrets when they feel it's important to share that secret with an adult.		
	SUMMER 2 Changing Me	<u>Changing me</u> Children will learn about becoming independent and confident learners. About how there are changes in themselves that are natural and will be taught to recognise the physical differences between boys and girls using the correct names of the body parts (penis, anus, testicles, vagina, vulva) and understand that some body parts are private.		

Year 3	AUTUMN 1 Being Me	<u>Being Me</u> Children will learn how to value themselves and others. To recognise and identify different emotions, to understand their behaviour brings rewards or consequences.	<p align="center">PSHCE Framework</p> <p>1b, to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals PSHCE Framework</p> <p>1c, to face new challenges positively by collecting information, looking for help, making responsible choices and taking action</p> <p>2f, to look after their money and realise that future wants and needs may be met through saving</p> <p>3c, about how the body changes as they approach puberty</p> <p>3e, to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable</p> <p>4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</p> <p>2k, to explore how the media present information</p> <p>4c to be aware of different types of relationship, including marriage and those between friends and families</p> <p>4e to recognise and challenge stereotypes,</p> <p>National Curriculum Science</p> <p>2a, to recognise and compare the main external body parts of humans and of other animals</p>	See Jigsaw
	AUTUMN 2 Celebrating Difference	<u>Celebrating Difference</u> Children will learn how to appreciate their families, how to calm down when feeling angry, how to solve social problems (e.g. bullying) and the importance of giving compliments, thinking about the language they use towards others and their feelings.		
	SPRING 1 Healthy Me	<u>Healthy Me</u> Children will learn about respecting their body, making healthy choices and helping others to. They will learn that drugs are not healthy for their bodies.		
	SPRING 2 Dreams and Goals	<u>Dreams and Goals</u> Children will learn about how to overcome obstacles to achieve their dreams and goals and manage feelings of frustration. They will learn how to break a goal down into achievable steps.		
	SUMMER 1 Relationships	<u>Relationships</u> Children will be taught how to be responsible at home, how to negotiate in conflict situations and how to deal with any worries they have at home and who to speak to. Children will be taught how to stay safe online. Children will be taught how to empathise with others whose lives are different to theirs.		
	SUMMER 2 Changing Me	<u>Changing Me</u> Children will be taught how babies grow and to understand that in animals and human's lots of changes happen between conception and growing up. They will be taught how babies grow and develop in the mother's uterus and what a baby needs to live and grow. They will be taught that boys and girls bodies change so that when they grow they can make babies and how to identify changes on the outside. Children will be taught about stereotypes in families and start to recognise the stereotypical ideas they may have.		

Year 4	AUTUMN 1 Being Me	<u>Being Me</u> Children will be taught about feelings of inclusion and exclusion in friendships and how they and others may feel and the importance of making someone feel valued. They will learn how to take a role in a group and contribute to the success of a group. They will learn how rewards and consequences motivate other's behaviour.	<p style="text-align: center;">PSHCE Framework</p> <p>1c, to face new challenges positively by collecting information, looking for help making responsible choices, and taking action 1d, to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way 2f, to resolve differences by looking at alternatives, making decisions and explaining choices 4a, that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view 3c, learn about how the body changes as children approach puberty 3f, that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong 4g, where individuals, families and groups can get help and support</p> <p>National Curriculum Science 1a, that the life processes common to humans and other animals include nutrition, movement, growth and reproduction 2f, about the main stages of the human life cycle</p>	See Jigsaw
	AUTUMN 2 Celebrating Difference	<u>Celebrating Difference</u> Children will be taught to accept people for who they are and how people make assumptions based on appearance, teaching them to question and think about their own beliefs and ideals. Children will be taught about how to deal with bullying when they witness it and if they are a target of bullying. They will be taught to respect their physical appearance and respecting others.		
	SPRING 1 Healthy Me	<u>Healthy Me</u> Children will learn about friendship and friendship groups and how to feel valued. They will be taught about peer pressure and how to recognise negative and positive feelings and how to deal with these. They will be taught how to be assertive and when this is appropriate.		
	SPRING 2 Dreams and Goals	<u>Dreams and Goals</u> Children learn about dreams and aspiration, as well as the importance of setting goals to achieve them. Throughout the unit, children have the opportunity to consider and set their own goals, considering what step they would need to take in order to achieve them.		
	SUMMER 1 Relationships	<u>Relationships</u> Children will learn about feeling jealous and how to deal with this when it arises. Children will learn about empathy towards others when they lose someone or something they love and understand how this feels. Children will learn about how to remember someone they may have lost or not see again. (Memory box.) Children will learn about negotiation and compromise in friendships. They will be taught about boyfriend/girlfriend relationships, that these are special and that there is now pressure to be in a relationship. They will be taught how to show love and appreciation to others.		
	SUMMER 2 Changing Me	<u>Changing Me</u> Children will be taught to appreciate themselves, that some of their special characteristics have come from their birth parents and this happens because they are made from the egg and sperm joining. They will be taught about the male and female internal and external parts of the body that are necessary for making a baby. They will be taught about girls and puberty. They will be taught to accept change and manage these feelings positively.		

Year 5	AUTUMN 1 Being Me	<u>Being Me</u> They will learn how to face new challenges positively and set goals. They will learn about their rights and responsibilities as citizens. They will learn about democracy and how having a voice can benefit a school community.	PSHCE Framework 1a, To talk and write about their opinions, and explain their views on issues that affect themselves and society	See Jigsaw
	AUTUMN 2 Celebrating Difference	<u>Celebrating Difference</u> Children will be taught about different cultures and about racism. Children will be taught about different types of bullying and how to support children who are being bullied. Children will be taught about the importance of money.	4f, That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity gender and disability	
	SPRING 1 Healthy Me	<u>Healthy Me</u> Children will be taught about smoking and the health risks. Children will be taught about alcohol, the health risks and how it can affect others. Children will be taught about simple first aid and how to keep calm in emergency situations. Children will be taught about body image and social media and good relationships with food.	4c To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships 4e, To recognise and challenge stereotypes	
	SPRING 2 Dreams and Goals	<u>Dreams and Goals</u> Children will be taught about money, jobs and careers and the steps to take to reach their dream job. They will be taught about dreams and goals of others in different ethnicities and cultures. Children will be taught how to support and learn from one another in different cultures.	2k, To explore how the media present information Online relationships How to consider critically their online friendships and sources of information including awareness of the risks associated with people they have never met.	
	SUMMER 1 Relationships	<u>Relationships</u> Children will be taught how to recognise their personal qualities and characteristics. They will be taught about safety in online communities and the rights and responsibilities being part of an online community. (Including online gaming.) Children will be taught about limiting screen time and how to be safe communicating online with their friends.	4a, That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view	
	SUMMER 2 Changing Me	<u>Changing Me</u> They will be taught about self – image and body awareness. They will learn about puberty for girls and boys and be expected to explain the changes and show an awareness of how they feel about these changes. They will be taught about conception, understand they sexual intercourse leads to conception and this is usually how babies are made. Children will learn about IVF and that sometimes people need this to help them have a baby. Children will be taught about becoming a teenager and the age of consent.	National Curriculum Science 1d, to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way 3c, learn about how the body changes as children approach puberty 2f, about the main stages of the human life cycle	

Year 6	AUTUMN 1 Being Me	<p><u>Being Me</u></p> <p>Children will be taught about the year ahead, to identify their goals, discuss their fears and worries for the future and identify ways to help them deal with their emotions. Children will learn about global citizenship; that there are universal rights for all children but for many these rights are not met; that their actions in the world affect others locally as well as globally. Children will be taught to care about other's feelings.</p>	<p>PSHCE Framework</p> <p>1c, To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</p> <p>1d, to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way</p> <p>2e, That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</p> <p>3b that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread</p> <p>3c, learn about how the body changes as children approach puberty</p> <p>4a That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</p> <p>4c, To be aware of different types of relations, including marriage and those between friends and families, and to develop the skills to be effective in relationships</p> <p>4g Where individuals, families and groups can get help and support</p> <p>National Curriculum Science</p> <p>1a, that the life processes common to humans and other animals include nutrition, movement, growth and reproduction</p> <p>SEX Education</p>	See Jigsaw
	AUTUMN 2 Celebrating Difference	<p><u>Celebrating Difference</u></p> <p>Children will learn to accept that everyone is different; having discussions about normal and perceptions of normal and what this means to them and others. Children will learn about power struggles understanding how a person can have power over others for one reason or another and how this can be a reason for bullying. Children will be shown examples of amazing people with disabilities and the amazing lives they lead, being taught to celebrate difference.</p>		
	SPRING 1 Healthy Me	<p><u>Healthy Me</u></p> <p>Children will be taught about taking responsibility for their health with discussions about drugs, food and alcohol and their effects on the body. Children will be taught about exploitation: how some people are exploited and made to do things against the law and how others can be involved in gangs and the risks involved. Children will be taught about their emotional and mental well-being and how to manage stress and pressure and how this can cause alcohol and drug misuse.</p>		
	SPRING 2 Dreams and Goals	<p><u>Dreams and Goals</u></p> <p>Children will be taught how to set themselves realistic but challenging goals based on their learning strengths and how to work out the steps to reach their goal and how to motivate themselves to achieve this. Children will be taught about making a difference in the world and contributing to charities.</p>		
	SUMMER 1 Relationships	<p><u>Relationships</u></p> <p>Children will be taught about mental health, why it is important and how to take care of their mental health and helping others. Children will be taught about love and loss and grief and how they and others may cope with this. Children will be taught about power and control and how others may use this. Children will be taught about using technology responsibly and how to identify real or fake news online.</p>		
	SUMMER 2 Changing Me	<p><u>Changing Me</u></p> <p>Children will be taught to develop their own self-esteem and about their own self- image. Children will be taught about how girls and boys bodies change during puberty and the importance of looking after themselves physically and emotionally. Children will be taught how a baby develops from conception through the nine months of pregnancy and how it is born. Children will be taught about attraction between boys and girls and how the physical attraction changes the nature of a relationship and what this might mean about having a girlfriend or boyfriend. Children will be taught about the importance of positive self-esteem and how to develop this. They will learn how to identify what they are looking forward to and worries for their transition to secondary and discuss ways to deal with these emotions.</p>		