



## Sonning CE Primary School

Building strong foundations for the years ahead

(Matthew 7:24-25)



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

<b>Policy Level and Description:</b>	2	<u>TKAT Statutory Policy Guidance</u> SCHOOL POLICIES WILL INCLUDE CERTAIN CORE TEXT WITH SCHOOL-SPECIFIC ADDITIONS ALL Schools require a policy on this topic/area. All local governing bodies will follow and have due regard to this model when drafting their local policy.	
<b>Reviewed by: (Trust Officer)</b>	Hester Wooller CEO	<b>Reviewed by: (School representative)</b>	P Sherwood
<b>Approved by: (Trust Committee/Trust Board)</b>	CECE	<b>Approved by: (LGB/LGB Committee)</b>	Autumn 24
<b>Trust approval date: (dd/mm/yyyy)</b>	15/03/2024	<b>LGB/LGB Committee approval date: (dd/mm/yyyy)</b>	Autumn 24
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### 1. Vision and Values

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

We are a family of distinctive schools at the heart of the diverse communities we serve. In line with our Christian ethos, we aspire to excellent learning and pastoral care for pupils and staff and are committed to being open and welcoming to all.

This policy should be read alongside the following Trust and School policies: Safeguarding, SEND, PSHE, 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:

- Within the Christian ethos of the Trust, help all pupils gain skills and wisdom in relationships with others.

- 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.
- To work in partnership with parents and carers in helping pupils gain the skills they need in these areas, recognising 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. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#). This would include the elements of sex education contained in the science curriculum.

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

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At [school name], we teach RSE as set out in this policy.

### 4. 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 have 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.

### 5. Definition

Relationship Education 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 recognise the cultural and religious backgrounds of all those in the school community.

## 6. Curriculum

Our curriculum is set out as per Appendix 3 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.

## 7. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Lessons will typically be delivered by the class teacher; however, health professionals may be used to support the delivery of teaching if available. Each school will ensure the delivery and content will be made accessible to all pupils, including those with special educational needs.

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, taking care to make sure that there is no stigmatisation of children based on their home circumstances. **See Appendix 2 for an overview of curriculum content taught.**

Pupils in Year 5 and Year 6 also receive stand-alone sex education sessions. Please see Appendix 3 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.

### **8.1 Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

### **8.2 Use of Resources**

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## **9. Roles and responsibilities**

### **9.1 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.

### **9.2 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).

### 9.3 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.
- Include names/roles of those responsible for teaching RSE in your school.:
  - Helen Fish (PSHE/RHE Subject Lead)

The LGB will oversee RSE in our school.

### 9.4 Pupils

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

### 10. 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.

### 11. 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.

### 12. 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 Trust 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



Department  
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.



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 Overview

### By the end of primary school children will learn about:

<b>Families and people who care for me</b>	Pupils should know <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect everyone, however different their family may be, and know that other children's families are also characterised by love and care.</li></ul>
	<ul style="list-style-type: none"><li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li><li>• that marriage<sup>1</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>

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<sup>1</sup> 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. The legal age of marriage in England is now 18 years.

**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.

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

### Relationships Education curriculum map

School Logo

School to add content as appropriate for their curriculum / curriculum resources

#### By the end of primary school children will learn about:

<b>Families and people who care for me</b>	Pupils should know <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect everyone, however different their family may be, and know that other children's families are also characterised by love and care.</li></ul>
	<ul style="list-style-type: none"><li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li><li>• that marriage<sup>2</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>

<sup>2</sup> 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. The legal age of marriage in England is now 18 years.



**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.

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

#### Relationships Education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	END OF YEAR/ KEY STAGE STATEMENTS	RESOURCES
Reception	A/S/S	Please our Curriculum Intentions and Overview on our school website	<b>PSE</b> Self confidence and self esteem Making Relationships Behaviour and Self Control Sense of Community Self Care Healthy and Bodily Awareness	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	END OF YEAR/ KEY STAGE STATEMENTS	RESOURCES
Year 1	A/S/S	Please our Curriculum Intentions and Overview on our school website	<p>1a, to recognise what they like and dislike, what is fair and unfair and what is right and wrong</p> <p>1b, to share their opinions on things that matter to them and explain their views</p> <p>1c, to recognise, name and deal with their feelings in a positive way</p> <p>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</p> <p>2c, to recognise choices they can make and recognise the difference between right and wrong</p> <p>2e, to realise that people and other living things have needs and that they have responsibilities to meet them</p> <p>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</p> <p>3e, the names of the main parts of the body</p> <p>4b, to listen to people and play and work cooperatively</p> <p>4c, to recognise how their behaviour affects other people, to identify and respect the differences and similarities between people</p> <p>4d that family and friends should care for each other</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	END OF YEAR/ KEY STAGE STATEMENTS	RESOURCES
Year 2	A/S/S	Please our Curriculum Intentions and Overview on our school website	<p><b>PSHE &amp; Citizenship Framework</b></p> <p>1b share their opinions on things that matter to them and explain their views  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  3b, to maintain personal hygiene  3d, about the process of growing from young to old and how people’s needs change 4d that families and friends should care for each other  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><b>National Curriculum Science</b></p> <p>2a, to recognise and compare the main external parts of the bodies of humans and of other animals  Sc2/1b, that animals including humans move, feed, grow, use their senses, and reproduce</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	END OF YEAR/ KEY STAGE STATEMENTS	RESOURCES
Year 3	A/S/S	<b>Please our Curriculum Intentions and Overview on our school website</b>	<p><b>PSHE &amp; Citizenship Framework</b></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 PSHE &amp; Citizenship 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 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><b>National Curriculum Science</b></p>	



YEAR GROUP	TERM	TOPIC/THEME DETAILS	END OF YEAR/ KEY STAGE STATEMENTS	RESOURCES
Year 4	A/S/S	Please our Curriculum Intentions and Overview on our school website	<p><b>PSHE &amp; Citizenship Framework</b></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>2f, to resolve differences by looking at alternatives, making decisions and explaining choices</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>3c, learn about how the body changes as children approach puberty</p> <p>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</p> <p>4g, where individuals, families and groups can get help and support</p> <p><b>National Curriculum Science</b> 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>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	END OF YEAR/ KEY STAGE STATEMENTS	RESOURCES

YEAR GROUP	TERM	TOPIC/THEME DETAILS	END OF YEAR/ KEY STAGE STATEMENTS	RESOURCES
Year 5	A/S/S	Please our Curriculum Intentions and Overview on our school website	<p><b>PSHE &amp; Citizenship Framework</b></p> <p>1a, To talk and write about their opinions, and explain their views on issues that affect themselves and society</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>2f, about the main stages of the human life cycle</p> <p>2k, To explore how the media present information</p> <p>3c, learn about how the body changes as children approach puberty</p> <p>4e, To recognise and challenge stereotypes</p> <p>4f, That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity gender and disability</p> <p>4a, That their actions affect themselves and others, to care about other peoples feeling and to try to see things from their points of view</p> <p>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</p> <p><b>National Curriculum Science</b> 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>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	END OF YEAR/ KEY STAGE STATEMENTS	RESOURCES
Year 6	A/S/S	Please our Curriculum Intentions and Overview on our school website	<p><b>PSHE &amp; Citizenship Framework</b></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><b>National Curriculum Science</b> 1a, that the life processes common to humans and other animals include nutrition, movement, growth and reproduction</p>	

