

Policy Lead: DJT	Creation Date: 10/12/2015	Revision due: Spring 2025
Date of Amendment:	Staff Initials:	
5.10.17	JRH	
26.01.21	DJT	
5.01.22	HC	
02.03.23	HC	
11.06.24	HC	



PSHE, Relationships and Sex Education, and Health Education Policy

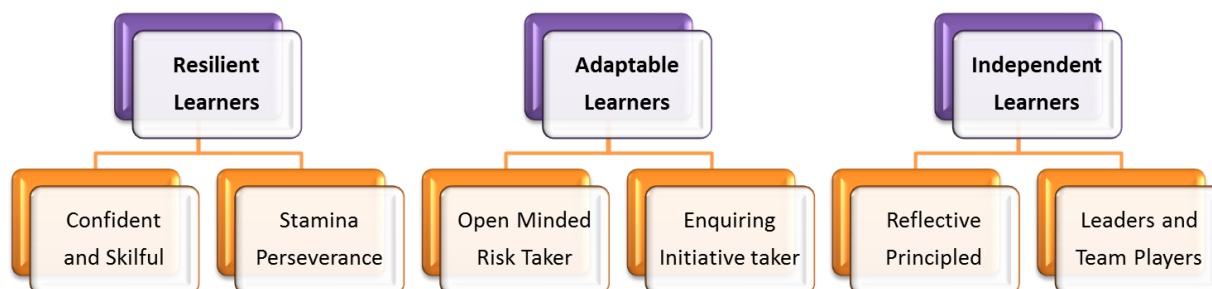
School Tier: RANBY HOUSE

Related Policies: Curriculum Policy; Assessment, Recording and Reporting Policy; ICT policy

Helping our children to 'Be the Best they can Be' in all that they do.

OVERVIEW: Our Personal, Social, Health and Education programme helps our children to develop key skills embedded in our school's Learner Profile philosophy:

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Aims

The aims of PSHE and Relationships and Sex Education (RSE) at our school are to:

- › Support the school's ethos and Values.
- › Prepare children for the opportunities, responsibilities and experiences of adult life.
- › Help children gain the knowledge and skills they need to lead confident, healthy and independent lives.
- › Aid understanding of how they are developing personally and socially and tackles many of the moral, social and cultural issues that are part of growing up.
- › Give children an understanding of the rights and responsibilities that are part of being a good citizen.
- › Provide a framework in which sensitive discussions can take place.
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- › Help pupils develop feelings of self-respect, confidence and empathy.
- › Create a positive culture around issues of sexuality and relationships.
- › Teach pupils the correct vocabulary to describe themselves and their bodies.

Statutory requirements

As an independent prep school, we provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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

In teaching RSE, we have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Ranby House, we teach RSE as set out in this policy.

Policy development

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

1. Review – The PSHE subject coordinator collated 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’s consultation – The information was shared with parents who were invited to provide thoughts and feedback regarding the policy and suggested curriculum.
4. Pupil consultation – we spoke to pupils on the School Council about their thoughts and suggestions for the curriculum.
5. Ratification – once amendments were made, the policy was shared with SLT and ratified

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

Curriculum and delivery of PSHE/RSE

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. In addition, ‘MyHappyMind’ is now being used in Reception.

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

At Ranby house, our PSHE scheme is designed to support the schools ‘Growth Mindset’ approach to learning and fosters a desire for children to think and reflect on their learning in these key areas. The Scheme covers the three main themes of:

- Health and Well Being
- Relationships
- Living in the Wider World.

These themes are revisited each term and every year in a progressive manner. The class teachers deliver this programme with the freedom to allocate the themes dependent on Independent Learning Projects and current events. Teachers are encouraged to use picture books and short stories at the appropriate level to engage the children in their learning.

We recognise that not all areas of PSHE can be covered exclusively through this scheme and therefore the school supports PSHE in many aspects of the day to day school life. These include:

- The schools ethos and values and Pupil Charter system
- The rewards and sanctions system
- Our Growth Mindset approach to learning
- Class and Form Tutor Periods
- House Meetings
- Weekly PSHE based assemblies

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- Weekly Chapel Services
- Our Religious Studies Programme
- Science lessons and cross curricular opportunities.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Studies (RS).

Year 6 pupils also receive stand-alone sex education sessions delivered by trained and confident staff.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- › Families and people who care for me
- › Caring friendships
- › Respectful relationships
- › Online relationships
- › Being safe

Our Primary sex education will focus on:

- › Preparing boys and girls for the changes that adolescence brings
- › How a baby is conceived and born

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

The governing board

The governing board has delegated the approval of this policy to the Headmaster of Ranby House and SLT members.

The Head teacher

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

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

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- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science 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.

Mrs F. Exley is Subject Coordinator for PSHE inc. RSE.

Pupils

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

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff receive training on the delivery of RSE and are encouraged to pursue any further professional development they feel they require.

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.

Monitoring arrangements

The delivery of RSE is monitored by Mrs F. Exley (PSHE coordinator) through:

- Planning scrutinies
- Learning Walks
- Pupil Voice Activities

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

This policy will be reviewed annually by Mrs H. Clark (Deputy Head)]. At every review, the policy will be approved by the Headteacher along with the SLT.

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Appendix 1: Curriculum map: Relationships and sex education curriculum map

Autumn Term - Health and Wellbeing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Emotional Health Healthy and safe Anti-bullying Citizenship/British Values – rights and responsibilities, financial capability</p> <p>My identity and skills Children will learn: <ul style="list-style-type: none"> • about where they live and belong and what they can do Children should: <ul style="list-style-type: none"> • be aware of themselves and their skills </p>	<p>Awareness of feelings Children will learn: <ul style="list-style-type: none"> • how to tell how people are feeling Children should: <ul style="list-style-type: none"> • be able to show some self-awareness <p>Keeping well and clean Children will learn: <ul style="list-style-type: none"> • how some diseases are spread and can be controlled and about the responsibilities they have for their own health and that of others. Children should: <ul style="list-style-type: none"> • know how to keep themselves clean and brush their teeth effectively. </p> </p>	<p>Healthy people Children will learn: <ul style="list-style-type: none"> • what healthy people do. This should include learning about the benefits of rest and exercise Children should: <ul style="list-style-type: none"> • be able to describe the components of a healthy day • be able to recognise what they like and dislike, and recognise that choices can have good and not so good consequences • research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people </p>	<p>Emotions and feeling Children will learn: <ul style="list-style-type: none"> • how to deal with feelings, how to cope with pressure • what positively and negatively affects their physical, mental and emotional health (including the media) Children should: <ul style="list-style-type: none"> • know who they can talk to if they feel pressured <p>Keeping safe Children will learn: <ul style="list-style-type: none"> • about risks they may face • that bacteria and viruses can affect health and that following simple routines can reduce their spread Children should: <ul style="list-style-type: none"> • be able to describe what risk is and how this may affect decisions. </p> </p>	<p>Healthy eating Children will learn: <ul style="list-style-type: none"> • about what food is healthy and why • to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet Children should: <ul style="list-style-type: none"> • be able to design a series of healthy menus and compare these with each other and food offered in school </p>	<p>Healthy lifestyles Children will learn: <ul style="list-style-type: none"> • about how their own lifestyle contributes to health • what is meant by the term 'habit' and why habits can be hard to change • about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact: Children should: <ul style="list-style-type: none"> • conduct a local survey to understand more about eating habits </p>	<p>Self-confidence – valuing others Children will learn: <ul style="list-style-type: none"> • about taking on more personal responsibility Children should: <ul style="list-style-type: none"> • be able to demonstrate how their actions affect others </p>

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Autumn Term – Relationships

Healthy and safe
Emotional Health
Anti-bullying
Citizenship/British Values – rights and responsibilities

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Safe and unsafe Children will learn:</p> <ul style="list-style-type: none"> • who keeps them safe and how • about what is safe and unsafe Children should: • be able to talk about how to keep safe 	<p>Who are our friends? Children will learn:</p> <ul style="list-style-type: none"> • about different types of friends, including grown-ups • the difference between keeping secrets and surprises and the importance of not keeping adults secrets, only surprises Children should: • be able to talk about good and not so good feelings • be able to talk about friends • begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings 	<p>Same and different – being truthful Children will learn:</p> <ul style="list-style-type: none"> • about truth & lies, and more about diversity Children should: • be able to show what constitutes a good friend • recognise what is fair/unfair, kind/unkind, what is right/wrong <p>Coping with conflict Children will learn:</p> <ul style="list-style-type: none"> • more about teasing & bullying • about different types of bullying, that these are wrong & unacceptable • the consequences of anti-social & aggressive behaviours such as bullying and discrimination Children should: • know why this is wrong & how to get help • recognise when people are being unkind, how to respond, who to tell and what to say 	<p>Looking after others Children will learn:</p> <ul style="list-style-type: none"> • about behaving responsibly Children should: • have looked after a toy pet, and recorded this • be able to talk about feelings • recognise and respond appropriately to a wider range of feelings in others 	<p>Types of relationships Children will learn:</p> <ul style="list-style-type: none"> • about different types of relationships including friends and families, civil partnerships and marriage • that civil partnerships are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of legal age to make that commitment Children should: • understand that there is a variety of relationships <p>Loss and separation Children will learn:</p> <ul style="list-style-type: none"> • about how it feels to lose someone Children should: • be able to identify who can help them with difficult feelings. 	<p>Relationships Children will learn:</p> <ul style="list-style-type: none"> • more about a range of issues that can affect families • about change, including transitions loss, separation, divorce and bereavement Children should: • be aware of some of the problems families/parents can face 	<p>Conflict resolution Children will learn:</p> <ul style="list-style-type: none"> • about how to deal with conflicts as they arise Children should: • be able to suggest strategies for handling conflict • be able to recognise and manage ‘dares’ • be able to recognise how “peer acceptance” may be influential in their actions and behaviours <p>Secrets and dilemmas Children will learn:</p> <ul style="list-style-type: none"> • about handling moral dilemmas and when to tell Children should: • show understanding through role-play or other

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Autumn Term - Living in the Wider World

Healthy and safe
Emotional Health
Values

Anti-bullying

Citizenship/British Values – participation, rights & responsibilities, financial capability, democracy and government, participation, world of work, media, literacy, our neighbours

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Keeping safe Children will learn:</p> <ul style="list-style-type: none"> • about how to co-exist and be helpful <p>Children should:</p> <ul style="list-style-type: none"> • be able to say why we need rules and give some examples 	<p>Persuasion/reality Children will learn:</p> <ul style="list-style-type: none"> • more about differences between fantasy and reality <p>Children should:</p> <ul style="list-style-type: none"> • understand the difference between these 	<p>Money and shopping Children will learn:</p> <ul style="list-style-type: none"> • about money and spending <p>Children should:</p> <ul style="list-style-type: none"> • be able to role-play simple financial transactions 	<p>Councillors – what do they do? Children will learn:</p> <ul style="list-style-type: none"> • why and how rules and laws that protect themselves and others are made enforced, why different rules are needed in different situations and how to take part in making and changing rules • that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment • about school and local democracy <p>Children should:</p> <ul style="list-style-type: none"> • show an understanding of the role of a school councillor • resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices 	<p>Media and the community Children will learn:</p> <ul style="list-style-type: none"> • about how the media influences decisions <p>Children should:</p> <ul style="list-style-type: none"> • be able to hold a debate on a topical issue 	<p>Stereotypes and changing Children will learn:</p> <ul style="list-style-type: none"> • that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability <p>Children should:</p> <ul style="list-style-type: none"> • be aware of the need to challenge these <p>Money and saving Children will learn:</p> <ul style="list-style-type: none"> • about saving and spending <p>Children should:</p> <ul style="list-style-type: none"> • run a simple marketing project in teams 	<p>Community Children will learn:</p> <ul style="list-style-type: none"> • more about people in their community <p>Children should:</p> <ul style="list-style-type: none"> • be able to explain what local facilities exist in their community e.g. libraries, leisure centres <p>Money and Me Children will learn:</p> <ul style="list-style-type: none"> • about the role money plays in their own and others’ lives, how to manage their money & about being a critical consumer • that resources can be allocated in different ways & that these choices affect individuals, communities & the sustainability of the environment • about enterprise & what makes someone ‘enterprising’ <p>Children should:</p> <ul style="list-style-type: none"> • develop an initial understanding of ‘interest’, ‘loan’, ‘debt’, & ‘tax’ • explore & critique how the media present information • structure & conduct interviews & compare results

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Spring Term – Health and Wellbeing

Emotional Health
Healthy and safe

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Self awareness</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about feelings and goals <p>Children should:</p> <ul style="list-style-type: none"> • be able to set a target for themselves 	<p>Parts of the body</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about their bodies and how they work • about the similarities and differences between boys and girls <p>Children should:</p> <ul style="list-style-type: none"> • be able to name the main parts of the body (including external genitalia) <p>Growing and changing</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • more about what happens as things grow <p>Children should:</p> <ul style="list-style-type: none"> • be able to describe some elements of the growth cycle 	<p>About my body</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • more about parts of the body and how the body works <p>Children should:</p> <ul style="list-style-type: none"> • be able to show understanding of key bodily functions <p>Keeping fit</p> <p>Children will:</p> <ul style="list-style-type: none"> • learn about exercise and what makes places healthy • begin to learn how to make real, informed choices that improve their physical and emotional health <p>Children should:</p> <ul style="list-style-type: none"> • plan and carry out a programme of exercise 	<p>Feeling sad and making choices</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • about critical thinking and decision making <p>Children should:</p> <ul style="list-style-type: none"> • be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) • be able to write about feelings 	<p>Drug Education</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about the effects of smoking and how to make safe decisions <p>Decision making</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) <p>Children should:</p> <ul style="list-style-type: none"> • be able to describe the effects of smoking and how to make safe decisions • begin to understand the concept of a ‘balanced lifestyle’ <p>Strong feelings</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about strong feelings and mood swings <p>Children should:</p> <ul style="list-style-type: none"> • be able to express these feelings in writing 	<p>Gender differences and puberty</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about development from birth and specific body parts <p>Children should:</p> <ul style="list-style-type: none"> • be able to name these parts and understand their function 	<p>Drug Education</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • effects and risks of drugs and the consequence of use <p>Children should:</p> <ul style="list-style-type: none"> • be able to describe effects and risks, understand consequences of drug use and know where to go for help

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Spring Term – Relationships

Emotional Health
Anti-bullying
Values
Healthy and safe
Diversity

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Friendship</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • what friends are <p>Children should:</p> <ul style="list-style-type: none"> • be able to communicate their feelings to others, to recognise how others show feelings and how to respond • be able to talk about what makes a good friend • recognise how their behaviour affects other people 	<p>Losing and finding</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about what happens when things get lost or change <p>Children should:</p> <ul style="list-style-type: none"> • be able to express how they feel when they lose something or if things change (including moving home, losing toys, pets or friends) 	<p>Making and breaking friendships</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about when friendships break up, or people move away <p>Children should:</p> <ul style="list-style-type: none"> • understand about the feelings associated with this <p>Variety of relationships</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them • to identify their special people (family, friends, carers), what makes them special and how special people should care for one another <p>Children should:</p> <ul style="list-style-type: none"> • recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' 	<p>Families who live far away</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about extended families <p>Children should:</p> <ul style="list-style-type: none"> • be able to discuss issues for families living overseas <p>Healthy relationships</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships <p>Children should:</p> <ul style="list-style-type: none"> • recognise ways in which a relationship can be unhealthy and who to talk to if they need support 	<p>Persuasion and pressure</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • that their actions affect themselves and others • about the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' <p>Children should:</p> <ul style="list-style-type: none"> • be able to judge what kind of physical contact is acceptable or unacceptable and how to respond • be able to demonstrate some basic techniques for resisting pressure 	<p>Coping with bullying</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about how to deal with bullies <p>Children should:</p> <ul style="list-style-type: none"> • use role-play or other to demonstrate techniques they have learnt 	<p>Arguments and families</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about how families behave <p>Children should:</p> <ul style="list-style-type: none"> • recognise that reaching positive solutions usually involves negotiation and compromise <p>Strong emotions</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • what is appropriate and inappropriate <p>Children should:</p> <ul style="list-style-type: none"> • recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them • be able to express what is meant to be in charge

A5 – PSHE, RSE Policy

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Spring Term – Living in the Wider World

Healthy and safe
 Citizenship/British Values – democracy and responsibilities, community, sustainable development, environment, media literacy, government
 Values – diversity

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Accidents and prevention</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • what accidents are <p>Children should:</p> <ul style="list-style-type: none"> • understand about safe and unsafe places to play <p>Co-operative skills</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about rules for games and who makes them <p>Children should:</p> <ul style="list-style-type: none"> • be able to take part in a class vote 	<p>Sustainable development</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about the environment <p>Children should:</p> <ul style="list-style-type: none"> • take part in a class recycling activity 	<p>Our school community</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • rules for and ways of keeping physically and emotionally safe (including road safety, cycle safety) • rules for safety in the environment (including rail, water and fire safety) about safety online, the responsible use of ICT • to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) • to offer constructive support and feedback to others • to identify and respect the similarities and differences between people <p>Children should:</p> <ul style="list-style-type: none"> • share their opinions on things that matter to them and explain their views through discussion with one other person and the whole class • use various media to illustrate this 	<p>Where do things come from?</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about sources of product and Fairtrade <p>Children should:</p> <ul style="list-style-type: none"> • be able to debate about ethics <p>Me and my community</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • what being part of a community means, and about the varied institutions that support communities locally and nationally <p>Children should:</p> <ul style="list-style-type: none"> • recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing 	<p>Persuasion and pressure</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about sources of persuasion <p>Children should:</p> <ul style="list-style-type: none"> • be able to recognise some persuasive media tactics e.g. adverts <p>Recycling project</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • more about the local community <p>Children should:</p> <ul style="list-style-type: none"> • be able to explain what can be recycled in their “local” recycling bins <p>Me in the wider world Children will learn:</p> <ul style="list-style-type: none"> • the importance of protecting personal information, including passwords and images <p>Children should:</p> <ul style="list-style-type: none"> • deepen their understanding of risk by recognising, predicting & assessing in different situations & deciding how to manage them (including sensible road use & risks in their local environment) & to use this as an opportunity to build resilience • design posters & materials to reflect this learning 	<p>Democracy simulation</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about how local democracy works <p>Children should:</p> <ul style="list-style-type: none"> • use a simulation to develop understanding of democracy <p>Diversity</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about the lives of people living in other places, and people with different values and customs <p>Children should:</p> <ul style="list-style-type: none"> • appreciate the range of national, regional, religious and ethnic identities in the United Kingdom 	<p>Democracy and decisions</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about government and parliament <p>Children should:</p> <ul style="list-style-type: none"> • show understanding via letter writing

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02.03.23	HC	

Summer Term– Health and Wellbeing

Emotional Health
 Healthy and safe
 Citizenship/British Values – rights and responsibilities

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Developing skills Children will learn: • about how they are improving Children should: • be able to talk about growing</p> <p>Keeping well and clean Children will learn: • about basic hygiene Children should: • know how to keep themselves clean</p>	<p>Feeling unsure Children will learn: • that household products, including medicines, can be harmful if not used properly • about feeling worried Children should: • know how to protect themselves</p>	<p>Mums and babies – how we grew Children will learn: • about babies and birth • about the process of growing from young to old • how people’s needs change and responsibilities that increasing independence may bring Children should: • if possible bring in photographs of themselves/their parents/carers at different stages from birth till now</p> <p>Healthy eating Children will learn: • about what food is healthy Children should: • use their learning to plan a healthy lunchbox</p>	<p>Accidents and prevention Children will learn: • about outdoor places and how to behave responsibly Children should: • produce a display on outdoor risks</p> <p>Drug Education Children will learn: • about medicines and everyday drugs and how to deal with unhelpful pressure • school rules about health and safety, basic emergency aid procedures, where and how to get help Children should: • be able to ask for help or assistance</p>	<p>Rights and responsibilities Children will learn: • about types of behaviour and their consequences Children should: • be able to give examples of right and wrong • recognise that their increasing independence brings increased responsibility to keep themselves and others safe</p>	<p>Setting personal goals Children will learn: • how to set goals and targets for themselves Children should: • produce a personal plan</p> <p>Personal Safety Children will learn: • about situations which could cause them personal risk • that everyone has human rights as set out in the United Nations Declaration of the Rights of the Child • that these universal rights are there to protect everyone and primacy over national law and family and community practices Children should: • develop strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)</p> <p>Drug education Children will learn: • which, why and how commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others • about alcohol, attitudes to drugs and making safe decisions in situations involving drugs Children should: • be able to describe the short and long term effects of alcohol, discuss their views about</p>	<p>Sex and relationship education – what do we mean by love? Children will learn: • that there is nothing that they should be afraid to ask about • that there are some cultural practices that are against British law and universal human rights Children should: • explore questions about SRE</p> <p>Moving on Children will learn: • about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement Children should: • be able to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’ e.g. use of mobile phones; internet etc – in reference possible to ‘grooming’; cyber bullying; gang culture and possible sexting • The principle of Consent and what it means</p> <p>Sex Relationship Education Children will learn: • about human reproduction Children should: • realise that human reproduction is an adult activity</p>

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					drugs and make safe decisions about drug-related situations	
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Summer Term – Relationships

Emotional Health
 Values
 Healthy and safe
 Anti-bullying
 Values – diversity and equal opportunities

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Special people Children will learn:</p> <ul style="list-style-type: none"> • who are special people and that everyone’s are different • more about how people feel <p>Children should:</p> <ul style="list-style-type: none"> • recognise similarities and differences in families 	<p>Memories and growing up Children will learn:</p> <ul style="list-style-type: none"> • about special memories <p>Children should:</p> <ul style="list-style-type: none"> • make a memory box and choose contents 	<p>Mums and babies Children will learn:</p> <ul style="list-style-type: none"> • that babies need care and attention (love) in order to calm them if they are upset <p>Children should:</p> <ul style="list-style-type: none"> • plan a visit by a Mum and formulate questions <p>Personal identity Children will learn:</p> <ul style="list-style-type: none"> • to set simple but challenging goals <p>Children should:</p> <ul style="list-style-type: none"> • be able to learn from their experiences • be able to recognise and celebrate their strengths <p>Personal Safety Children will learn:</p> <ul style="list-style-type: none"> • about who to talk to if they have concerns, questions or worries <p>Children should:</p> <ul style="list-style-type: none"> • know the difference between secrets and surprises and understanding not to keep adults’ secrets. 	<p>Special people in school Children will learn:</p> <ul style="list-style-type: none"> • about different roles in school <p>Children should:</p> <ul style="list-style-type: none"> • conduct an interview <p>Peer influence/pressure Children will learn:</p> <ul style="list-style-type: none"> • that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media <p>Children should:</p> <ul style="list-style-type: none"> • be able to describe how to deal with unhelpful pressure • be able to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be 	<p>Exclusion/inclusion Children will learn:</p> <ul style="list-style-type: none"> • about equal opportunities and their importance <p>Children should:</p> <ul style="list-style-type: none"> • be able to show understanding of difference including disability • recognise how images in the media do not always reflect reality and can affect how people feel about themselves • deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others 	<p>Being left out Children will learn:</p> <ul style="list-style-type: none"> • how it feels to be excluded or discriminated against <p>Children should:</p> <ul style="list-style-type: none"> • be able to describe how this feels 	<p>Sex and relationship education – what do we mean by love? Children will learn:</p> <ul style="list-style-type: none"> • about parenting and love <p>Children should:</p> <ul style="list-style-type: none"> • Appreciate there are different types of love e.g. parental love, partner love, friendship love etc. • be aware that marriage is a commitment freely entered into by both people, that no one should enter into marriage if they don’t absolutely want to <p>Racism and its consequences Children will learn:</p> <ul style="list-style-type: none"> • about aggressive behaviour <p>Children should:</p> <ul style="list-style-type: none"> • understand about bullying and racism

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Summer Term – Living in the Wider World

Citizenship/British Values – participation, sense of community, world of work, sustainable development, government, financial capability,
 Healthy and safe
 Values – diversity and equal opportunities
 Emotional Health

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>More co-operative learning</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • how to contribute to the life of the classroom • to help construct, and agree to follow, group and class rules and to understand how these rules help them • that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) • that they belong to various groups and communities such as family and school • What improves and harms their local, natural and built environments and about some of the ways people look after them. • That money comes from different sources and can be used for different purposes, including the concept of spending and saving. • About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices. 	<p>Looking after myself</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • more about road safety and who helps us keep safe <p>Children should:</p> <ul style="list-style-type: none"> • understand the role of the emergency services 	<p>Special days</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about a range of festivals <p>Children should:</p> <ul style="list-style-type: none"> • demonstrate this learning at an assembly or display <p>Global food</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about where food comes from <p>Children should:</p> <ul style="list-style-type: none"> • learn more about the ethics of food supply 	<p>Our ideal community</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about how community facilities work <p>Children should:</p> <ul style="list-style-type: none"> • produce a map of the community 	<p>Fundraising activities</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about what voluntary agencies do <p>Children should:</p> <ul style="list-style-type: none"> • plan and undertake a simple fundraising project • reflect on and celebrate their achievements, identify their strengths, set high aspirations and goals 	<p>Global community projects – Refugee Week</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about issues facing refugees, particularly in their local community <p>Children should:</p> <ul style="list-style-type: none"> • produce materials for Refugee Week for the school <p>Working together</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • how they can work together to bring about change <p>Children should:</p> <ul style="list-style-type: none"> • listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge their points of view • work collaboratively towards shared goals to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves • realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help 	<p>Celebration – supporting each other</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about the people who are responsible for helping them stay healthy and safe and ways that they can help these people about supporting each other <p>Children should:</p> <ul style="list-style-type: none"> • produce a Year 4 resource <p>Racism and its consequences</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • that actions have consequences – emotionally as well as physically and that bullying and racist behaviours are wrong <p>Children should:</p> <ul style="list-style-type: none"> • understand about bullying and racism

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Children should: play cooperative games.						
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Values which underpin most of the units:

Appreciation, Charity, Courage, Democracy, Determination, Freedom, Friendship, Forgiveness, Harmony, Honesty, Humour, Love, Patience, Peace, Positivity, Resilience, Respect, Responsibility, Thoughtfulness, Tolerance, Trust, Unity.

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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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 • 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	<ul style="list-style-type: none"> • 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

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TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<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	<ul style="list-style-type: none"> • 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

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TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • 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

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Appendix 3: Parent form: withdrawal from sex education within RSE

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

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