



Relationship and Sex Education Policy

Policy Level and Description:	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.	
Reviewed by: <i>(Trust Officer)</i>	Hester Wooller CEO	Reviewed by: <u><i>(School representative)</i></u>	Tom Smith Head of School
Approved by: <i>(Trust Committee/Trust Board)</i>	CECE	Approved by: <i>(LGB/LGB Committee)</i>	08/05/2024
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1. Vision and Values

The RSE Policy sits within the vision and reflects the values of Earley St Peter's CE Primary 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.

School Vision

Building Strong Foundations for the Future

The right foundations allow our school community to flourish and achieve their full potential.

We hear the parable of the wise man and the foolish man. Better to build your house on a rock than on the sand. (Matthew 7.24-27).

With Jesus as a role model, we strive to develop the Christian values of

***Kindness
Respect
Honesty
Forgiveness
Service***

We want pupils to:

- **Be curious and creative**

- **Be confident and resilient**
- **Know and remember more**

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 Earley St Peter's, 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 Head of School.

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 Head of School to account for its implementation.

9.2 The Head of School

The Head of School 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 Head of School.

The Child Development Committee (CDC) 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 Head of School. A copy of withdrawal requests will be placed in the pupil's educational record. The Head of School 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 Head of School 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 Head of School 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

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

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

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.



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 Overview

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 everyone, however different their family may be, 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. The legal age of marriage in England is now 18 years.

Caring friendships	<p>Pupils should know</p> <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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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.
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	<ul style="list-style-type: none"> • 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.
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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	<p>Pupils should know</p> <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

YR	<p data-bbox="331 300 607 323">EYFS Framework PSED</p> <ul data-bbox="360 359 1760 930" style="list-style-type: none">• Talk with others to solve conflicts.• Increasingly follow rules, understanding why they are important.• Can follow rules without adult input.• See themselves as a valuable individual.• Build constructive and respectful relationships.• Talk about their feelings using words like 'happy' 'sad' 'angry'.• Begin to understand how others might be feeling.• Express their feelings and consider the feelings of others.• Identify and moderate their own feelings socially and emotionally.• Think about the perspectives of others.• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.• Explain the reasons for rules, know right from wrong and try to behave accordingly.• Work and play cooperatively and take turns with others.• Form positive attachments to adults and friendships with peers.• Show sensitivity to their own and to others' needs. <p data-bbox="331 994 815 1018">EYFS Framework Physical Development</p> <ul data-bbox="360 1053 1917 1233" style="list-style-type: none">• Negotiate space and obstacles safely, with consideration for themselves and others.• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.• Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.
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	EYFS Framework Understanding the World
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| | <ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.• Talk about members of their immediate family and community.• Name and describe people who are familiar to them.• Understand that some places are special to members of their community.• Recognise that people have different beliefs and celebrate special times in different ways.• Make comparisons between their family and other families.• Continue to develop positive attitudes about the differences between people.• Be able to name parts of the human body and understand what different parts of the body do. |
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Y1

PSHE Curriculum (PSHE Association Framework)

- H1. To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.
- H5. To understand about change and loss and the associated feelings
- H6/H7. To learn the importance of and how to maintain personal hygiene. To learn how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading
- H11. To learn that household products, including medicines, can be harmful if not used properly
- H13/H14/H15. To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To understand about the ways that pupils can help the people who look after them to more easily protect them. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.
- R1. For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond
- R3. To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
- R8. To identify and respect the differences and similarities between people.
- R9. To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another.
- L1/L2. To learn how they can contribute to the life of the classroom and school. To help construct, and agree to follow, group and class rules and to understand how these rules help them.
- L8. To recognise ways in which they are all unique; understand that there has never been and will never be another 'them'

- L9. To understand the ways in which we are the same as all other people; what we have in common with everyone else

Science Curriculum

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

Computing Curriculum

- Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies.

Y2	<p>PSHE Curriculum (PSHE Association Framework)</p> <ul style="list-style-type: none"> • H4. To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. • H8/H9. To learn about the process of growing from young to old and how people's needs change. To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring. • H12. To learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety. • H13/H14/H15. To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To understand about the ways that pupils can help the people who look after them to more easily protect them. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets. • H16. To learn what is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy. • R2/R4/R12. For pupils to recognise that their behaviour can affect other people. For pupils to recognise what is fair and unfair, kind and unkind, what is right and wrong. To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say. • R11. To learn that people's bodies and feelings can be hurt • R8. To identify and respect the differences and similarities between people. • L1/L2. To learn how they can contribute to the life of the classroom and school. To help construct, and agree to follow, group and class rules and to understand how these rules help them. • L10. About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. <p>Science Curriculum</p> <ul style="list-style-type: none"> • Understand that animals, including humans, have offspring which grow into adults. <p>Computing Curriculum</p> <ul style="list-style-type: none"> • Use technology safely and keep personal information private.
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Y3

PSHE Curriculum (PSHE Association Framework)

- H3. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet
- H6/H7. For pupils to 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. For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
- H15. To understand school rules about health and safety, basic emergency aid procedures, where and how to get help
- H23. To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe
- R1. To be able to recognise and respond appropriately to a wider range of feelings in others
- R2/R4. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between acquaintances, friends, relatives and families
- R7. To learn that their actions affect themselves and others
- R14/R18. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. How to recognise bullying and abuse in all its forms
- L1. For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people
- L9/L10. To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- L7. To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities
- L16. To learn what is meant by enterprise and begin to develop enterprise skills

Science Curriculum

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To research different food groups and how they keep us healthy, and design meals based on what they find out

Computing Curriculum

- Use technology safely and respectfully, keeping personal information private

	<ul style="list-style-type: none"> • Use technology safely and recognise acceptable and unacceptable behaviour • Use simple search technologies and recognise that some sources are more reliable than others
Y4	<p>PSHE Curriculum (PSHE Association Framework)</p> <ul style="list-style-type: none"> • H12. To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread • R9. To understand 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' • R15. To learn to recognise and manage 'dares' • R8. To judge what kind of physical contact is acceptable or unacceptable and how to respond • R12. To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves • R10. To be able to 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 try to see, respect and if necessary constructively challenge, their points of view • L11. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom <p>Computing Curriculum</p> <ul style="list-style-type: none"> • Use technology responsibly and understand that communication online may be seen by others • Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies

Y5	<p>PSHE Curriculum (PSHE Association Framework)</p> <ul style="list-style-type: none"> • H1/H2. To understand what positively and negatively affects their physical, mental and emotional health. To understand how to make informed choices and to begin to understand the concept of a 'balanced lifestyle' • H3. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet • H6/H7. For pupils to 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. For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these • H22/H25. To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are • R1. To be able to recognise and respond appropriately to a wider range of feelings in others • R7. To learn that their actions affect themselves and others • R12. To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves • R10. To be able to 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 try to see, respect and if necessary constructively challenge, their points of view • L6. To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk • L8. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices <p>Science Curriculum</p> <ul style="list-style-type: none"> • Describe animal and human life cycles • Describe the life process of reproduction in some plants and animals • Describe the changes as humans develop to old age • Learn about the changes experienced in puberty <p>Computing Curriculum</p> <ul style="list-style-type: none"> • Understand the need to only select age appropriate content
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Y6

PSHE Curriculum (PSHE Association Framework)

- H4. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
- H17. To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others
- H18. For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty
- H19. To learn about human reproduction
- H9 To differentiate between the terms, 'risk', 'danger', and 'hazard'. • H10 To recognise, predict and assess risks in different situations
- R9. To understand 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'
- R2/R4. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between acquaintances, friends, relatives and families
- R3. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support
- R5/R19. To understand that civil partnerships and marriage 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 the legal age to make that commitment. To understand that two people who love and care for one another can be in a committed relationship and

not be married or in a civil partnership

- R6/R20. To understand that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.
- R8. To judge what kind of physical contact is acceptable or unacceptable and how to respond
- R21. To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy
- R10. To be able to 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 try to see, respect and if necessary constructively challenge, their points of view
- R13/R16/R17 . To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) . To recognise and challenge stereotypes. To understand the difference between, and the terms associated with sex, gender identity and sexual orientation
- R14/R18. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice -based language, 'trolling', how to respond and ask for help). How to recognise bullying and abuse in all its forms
- L3/L4. To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
- L5. To know that there are some cultural practices which are against British law and universal human rights
- L9/L10. To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

Science Curriculum

- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Computing Curriculum

- Use technology respectfully and responsibly
- Identify a range of ways to report concerns about content and contact in and out of school
 - Be discerning when evaluating digital content.

In addition to the delivery of the PSHE Association programme of study, all pupils also access both the NSPCC 'Talk Pants' resources and 'Speak out, Stay Safe' materials biannually in school. The 'Speak Out, Stay Safe' assemblies are followed up with workshops for Y2 and Y6 which are delivered by NSPCC trained educators who use evidence-based, interactive, creative methods and resources to promote personal safety. The school regularly liaises with NSPCC staff to keep materials and approaches up to date.

Example Calendar for NSPCC Updates:

- Summer 24 – deliver 'Speak Out, Stay Safe' assemblies and lessons to Y6
- Summer 24 – consider whether online safety videos (aimed at parents / staff) and/or secondary school transition materials about safe relationships are appropriate/helpful for Y6
- Summer 24 – KS1/KS2 leaders review updated Talk Pants materials
- Autumn 24 – deliver 'Speak Out, Stay Safe' assemblies to all pupils
- Autumn 24 – NSPCC trained educators come into school to deliver follow up workshops with Y2 and Y6
- Spring 25 – KS1 deliver annual Talk Pants materials – using updated resources
- Spring 25 – Y6 deliver updated Talk Pants materials – lesson resources for Y5/6