

# Relationships and Sex Education and Health Education Policy

<b>Date</b>	30 November 2020
<b>Review Time</b>	Every 2 years
<b>Status</b>	Statutory
<b>Approval</b>	Head Teacher

## **POLICY CONTEXT AND RATIONALE**

This relationships, sex and health education policy covers the Eaton Primary School approach to teaching relationships, sex and health education (RSHE). This policy has been subject to thorough consultation with the whole-school community including pupils, parents/carers, staff, school governors and where relevant appropriate members of the wider community such as medical professionals and faith leaders.

Pupil consultation has ensured that the needs of all pupils can be met through the delivery of an age and stage appropriate RSHE curriculum that addresses relevant issues, informed by public health data and pupil priorities. Key needs identified were promoting healthy relationships, online safety, mental well-being, keeping safe from infection and personal hygiene. Pupil consultation has been used to inform the creation of this school's RSHE policy where appropriate.

## **POLICY AVAILABILITY**

Stakeholders can be informed about the policy through the school website. Should a hard copy of the document be required, the school will be happy to provide this upon request and will also work with any stakeholders that require the policy in alternative format to meet their individual needs, ensuring equitable accessibility for all. The policy can be obtained in an alternative format by contacting the Head Teacher.

## **POLICY VALUED, AIMS AND OBJECTIVES**

*Secretary of State Foreword:*

*Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.*

*These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.*

Eaton Primary School's overarching aims and objectives for pupils are:

- To provide a safe and stimulating learning environment, through robust financial management and adherence to policy and procedure, in which we all continually strive to provide excellence for our children.
- To fulfil the potential of every child, through encouragement and challenge, so that they can be adaptable and self-sufficient and are prepared for life ahead.
- To achieve high levels of motivation and well-being for our employees, through quality training and personal development.
- To foster trust and confidence from our community partners, so that we can both learn from and contribute to our local, national and global neighbours.

RSHE is underpinned by a clear set of embedded principles and values that complement the school ethos and permeate through teaching practice, resources and classroom management of RSHE lessons. Our school vision and values are:

### **Our Vision**

Every child has a safe, happy and inspiring learning journey.

## **Our Values**

We strive to achieve our aims through promoting and acting on the values of Trust, Openness, Respect and Integrity.

Our school's vision for RSHE is for children to learn about:

- the emotional, social and physical aspects of growing up
- relationships, sex, human sexuality, and sexual health in an age and stage appropriate manner
- equipping themselves with accurate information
- positive values and the skills to enjoy healthy, safe and positive relationships
- celebrating their sexuality
- taking responsibility for their health and wellbeing both now and in the future.

We recognise the value of RSHE in preparing children and young people to live safe, fulfilled and healthy lives. The overarching objective of RSHE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills within the framework of the law and provisions of the Equality Act, 2010.

Effective RSHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSHE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love and care. It also enables young people to make informed decisions about their health and wellbeing.

RSHE will be approached through evidence- based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes.

The following principles are based on research evidence, supported by a wide range of leading organisations including the NSPCC, Barnardo's, The Children's Society and education unions. They are also supported by a number of MPs and Lords:

## **PRINCIPLES OF EFFECTIVE RHSE**

RHSE provision at Eaton Primary School:

- Is an identifiable part of our school curriculum which has planned timetabled lessons across all Key Stages.
- Is taught by staff regularly trained in RHSE, with expert visitors invited in to enhance and supplement the programme, where appropriate.
- Works in partnership with parents and carers, informing them what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring, enjoyable relationships and discusses real-life issues appropriate to the age and stage of the pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.

- Give pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes learning about how to get help and treatment from various sources.
- Fosters gender equality and LGBT (lesbian, gay, bisexual, transsexual) equality and challenges all forms of discrimination in RSHE lessons and in everyday school life.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Seeks pupils' views about RSHE.

## **ENTITLEMENT AND EQUALITY OF OPPORTUNITY**

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given the opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

We actively celebrate the diversity of our pupils, their families and the whole-school community. RSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to our RSHE curriculum. We do not use RSHE as a means of promoting any form of sexual orientation.

Through consultation, continual assessment and regular reviews of the curriculum we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances and (including gender identity, faith or culture and that of their family, friends and the wider whole school community) in accordance with the school's inclusion policy.

## **TEACHING AND LEARNING**

The RSHE programme is determined by the school Senior Leadership, after consultation with stakeholders. Oversight of the programme's delivery will be by the RSHE lead, Cathy Rushworth. It will be taught by the PSHE lead and class teachers. All staff involved in the delivery of RSHE will have received training to ensure that pupils receive clear and consistent approaches to the teaching of PSHE throughout their time at Eaton Primary School. Whole staff and individual training needs will be identified through the school's self-evaluation processes.

On occasion external visitors, experts and agencies may be invited to contribute to the delivery of RSHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, our school will:

- Check the visitor or visiting organisation's credentials
- Ensure the teaching delivered by the visitor fits in with our planned programme and our published policy.
- Discuss the details of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for all pupils.
- Ask to see in advance materials the visitors will use as well as a lesson plan so that collectively we can ensure that it meets the full range of pupils' needs ( e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy
- Ensure visitors are always supervised and supported by a member of school staff at all times.
- Monitor and evaluate the visitor input to inform future planning.

RSHE will be taught through a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

## **CURRICULUM**

The majority of elements of the RSHE curriculum are a statutory requirement to meet (DFE 2019 RSHE document and The Equalities Act, 2010).

RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by revisiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

Our RSHE curriculum is detailed below but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case, parents/carers will be provided with appropriate notice before the amended programme is delivered.

Where possible the curriculum will be complemented by themed assemblies, topic days and cross curricular links.

### **Overview of Statutory Curriculum**

Relationships Education	Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe
Sex education	How a baby is conceived and born
Health Education	Mental wellbeing Internet safety and harms Physical health and fitness Healthy eating Drugs, tobacco and alcohol Health and prevention Basic first aid Changing adolescent body

*For the full curriculum Scheme of Work for RSHE, see Appendix 2 and 3*

## **ASSESSMENT**

Pupils' learning will be assessed at the end of every topic to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will form part of a normal teaching activity to ensure that pupils do not feel under pressure and will include self-assessment tasks that will confirm pupil understanding of the topics.

The quality of RSHE teaching and learning will be monitored by Senior Leaders and the RSHE lead.

## **RESPONDING TO PUPIL QUESTIONS**

The teaching of RSHE will be approached in a way that will be sensitive to contrasting beliefs, faith perspectives and culture.

We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly within the framework of a class working agreement.

Pupils will be provided with opportunities to ask questions in an open setting and will also be provided with opportunities to ask anonymous questions through the use of a "Questions Box". Teachers will answer questions in an age and stage appropriate way, based on the level of knowledge demonstrated by pupils during the lesson.

Teachers may delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer.

Teachers can refuse to answer a question that they feel is inappropriate and will never answer questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the pupil to ask a parent/ carer or trusted adult at home.

## **CONFIDENTIALITY, SIGNPOSTING AND HANDLING DISCLOSURES**

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.

At the beginning of RSHE teaching the class will be bound by a 'working agreement' which will include confidentiality. (Appendix 3)

Distancing techniques such as the use of characters within RSHE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSHE more accessible to all pupils including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost pupils to accurate and age-appropriate information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will work closely with school's leadership team so that the school can be responsive to pupils' pastoral needs and safeguarding arrangements can be actioned, if required.

Teachers will conduct RSHE lessons in a sensitive manner. If a child makes a reference to being involved, or being likely to be involved, in sexual activity, or if a child indicates that they may have been a victim of abuse, the teacher will follow the school safeguarding procedures and will refer the concern to the Designated Safeguarding Lead without delay. The designated safeguarding lead will then deal with the matter in line with our school's safeguarding policy.

## **INVOLVING PARENTS AND CARERS**

Parents are primary educators of their children and RSHE is most effective when it is jointly approached at home and school.

The school operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

The vast majority of RSHE is compulsory. Parents have no right to withdraw from the compulsory Relationships Education or Health Education.

Parents and carers can request that their child is excused from elements of the Sex Education curriculum.

If a parent wishes their child to be excused from the non-statutory elements of Sex Education, they should put the request in writing to the head teacher, making clear which aspects of the programme they do not wish their child to participate in.

The head teacher will respond with a decision in writing. Requests for exemption from non-statutory elements will be agreed.

If a pupil is excluded from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

### **LINKS TO OTHER POLICIES AND CURRICULUM**

This policy complements the following policies:

- Anti-bullying
- E- safety
- Equality
- Inclusion
- Safeguarding
- Teaching and learning

# APPENDIX 1

Eaton Primary School

## **Working Agreement – Ground Rules**

- Respect each other
- No 'put downs'
- No personal questions or comments
- It's okay to 'pass' in discussions
- Questions are welcome
- Use correct term for body parts and activities
- Use inclusive language
- Listen when others are speaking
- It's okay to have fun
- Classroom discussions are confidential
- Speak for yourself
- Respect personal boundaries
- Be sensitive to diversity, and be careful not to make careless remarks

Points above are adapted for each year group to ensure age-appropriate

# APPENDIX 2

Safeguarding and Statutory Elements of the Science Curriculum

***Children cannot be excluded from the lessons below:***

	E-Safety	Science
Reception		
Year 1	<p>Know how to stay safe online.            Know how to use a computer / tablet safely.            Use technology safely and respectfully keeping personal info safe and private;            Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p>To identify name, draw and label the basic parts of the human body and say which part of the body is associated with which sense.</p>
Year 2	<p><b>E-safety</b> (reinforce awareness that):            People you don't know are strangers and are not always who they say they are            Be as nice to people on the computer as you are on the playground            Some information is personal and needs to be private            Always tell a grown up if you see something that makes you feel uncomfortable            Use technology safely keeping personal info safe.            Understand what personal data is</p>	<p>Know that animals and humans have offspring            Know that offspring grow into adults</p>
Year 3	<p><b>E-safety</b>            Understand that cloud-based tools can allow multiple people to contribute to and change shared documents and sites            Know what the internet can be used for and its safety issues.            Know what unsafe behaviour looks like online.            Use technology safely, respectfully and responsibly;            Recognise acceptable/unacceptable behaviour;            Identify a range of ways to report concerns about content and contact</p>	<p>Know that animals including humans need the right types of nutrition             Plan and create a nutritional diet for an animal or human.            Know that humans need to exercise to stay healthy            Know that humans need to eat the right amount of different types of food to stay healthy (eatwell plate)</p>
Year 4	<p><b>E-safety</b>            Know about Safer Internet Day – February            Know how to stay safe on the internet            Know what is age appropriate            Know how to report things            Recognise that anyone can author on the Internet and sometimes authors can produce content which is offensive, rude and upsetting and to follow school rules if anything is found</p>	<p><b>Animals, including humans</b>            Know the simple functions of the basic parts of the digestive system in humans</p>

	Pupils understand the importance of internet safety – the limitations of the internet and the impact of their actions on others.	
Year 5	<p>Know that the internet may contain material that is irrelevant or incorrect.</p> <p>Know that you must check information using different sources.</p> <p>Recognise that the Internet may contain material that is biased, implausible and inappropriate</p> <p><b>E-Safety</b></p> <p>Use a range of sources to check validity and recognise different viewpoints and the impact of incorrect data</p> <p>Pupils think about how to ensure their actions on internet are safe.</p>	<p>To describe the life cycle of a mammal</p> <p>Describe the life processes of reproduction in some animals</p> <p>Describe the changes as humans develop to old age.</p> <p>Pupils should find out about different types of reproduction, including sexual reproduction in animals</p> <p>They should learn about the changes experienced in puberty.</p>
Year 6	<p><b>Use of the internet</b></p> <p>Use a range of sources to check reliability and validity</p> <p>Recognise different viewpoints and the impact of incorrect data</p> <p>Know how to search the internet safely, avoiding search terms that could be misinterpreted</p> <p>Know what acceptable/unacceptable behaviour looks like</p> <p>Know a range of ways to report concerns about content and contact</p> <p>Identify ways they can use technology safely and respectfully and make suggestions on how it can be used.</p>	<p>Know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Know why offspring are not identical to each other or to their parents</p> <p>Know the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Know the ways in which nutrients and water and transported within humans</p>

# APPENDIX 3

Autumn Term		
HEALTH AND WELLBEING		
YEAR GROUP	PSHE CURRICULUM	RSE CURRICULUM
RECEPTION		<p>RSE SOLUTIONS LESSON 1-My Feelings Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.</p> <p>RSE SOLUTIONS LESSON 2-My Body Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene</p>
YEAR 1	<p><b>HEALTHY EATING</b> Identifying healthy food choices. Risks associated with a poor diet – importance of dental health and oral hygiene. Role of dentist.</p> <p><b>MENTAL WELLBEING</b> To think about themselves, own experiences, strengths and weaknesses. To judge whether their own feelings and behaviours are appropriate and proportionate.</p> <p><b>BASIC FIRST AID</b> What is first aid? How to make an emergency call. Who can help us in an emergency? Start to identify risky situations.</p>	<p>RSE SOLUTIONS LESSON 1 My Feelings Pupils are able to communicate about feelings, to recognise how others show feeling, and know how to respond.</p> <p>RSE SOLUTIONS LESSON 2 My Body Pupils can correctly name the main parts of the body including external genitalia using scientific terms.</p>
YEAR 2	<p><b>HEALTHY EATING</b> What makes a healthy diet? EATWELL plate – ensure a range of foods. Introduce nutritional content (Y3 sci)</p> <p><b>MENTAL WELLBEING</b> That mental wellbeing is important. That as they grow older they will have increasing independence.</p> <p><b>INTERNET SFAETY AND HARMS</b> Why social media, some computer games and online gaming for example are age restricted.</p> <p><b>BASIC FIRST AID</b> Why is first aid important? Dealing with common injuries. Where can we get help? Emergency Services.</p>	<p>RSE SOLUTIONS LESSON 1 My Feelings Pupils can recognise and celebrate their own strengths and achievements, and set simple yet challenging goals.</p> <p>RSE SOLUTIONS LESSON 2 Pupils can recognise how they will grow and change as they get older.</p>
YEAR 3	<p><b>HEALTHY EATING</b> Understanding nutritional contents of foods- carbohydrates etc.</p>	<p>RSE SOLUTIONS LESSON 1 My Feelings Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contribute to self-esteem.</p>

	<p><b>PHYSICAL HEALTH AND FITNESS/MENTAL WELLBEING</b> The characteristics and mental and physical benefits of an active life style. Knowing what can affect these areas. Self- care and benefits of hobbies, rest, sleep.</p> <p><b>HEALTH AND PREVENTION</b> Learn about safe and unsafe exposure to sun and how to reduce risk of sun damage.</p> <p><b>BASIC FIRST AID</b> To extend knowledge of first aid common injuries/ situations</p> <p><b>DRUGS, ALCOHOL and TOBACCO</b> What is a drug? When are drugs positive. Safety around medicines.</p>	<p><b>RSE SOLUTIONS LESSON 2</b> <b>My Body</b> Pupils can recognise how they will grow and change as they get older.</p>
YEAR 4	<p><b>HEALTHY EATING</b> What constitutes a healthy diet. Look at foods/drinks with high sugar/ salt intake.</p> <p><b>MENTAL WELLBEING</b> To celebrate own areas of success and reflect on areas for improvement. Talk about own emotions/ behaviour.</p> <p><b>BASIC FIRST AID</b> To learn what happens when an emergency call is made. To recognise difference between risk, hazard and danger. Pupils can identify dangers. Is an area safe? How to keep themselves and others safe in an emergency situation.</p> <p><b>DRUGS, ALCOHOL AND TOBACCO</b> To know facts about legal and illegal substances- perceptions and pressures around risk taking. Why might some people pretend to do something?</p>	<p><b>RSE SOLUTIONS LESSON 1</b> <b>My Feelings</b> Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.</p> <p><b>RSE SOLUTIONS LESSON 2</b> <b>My Body</b> Pupils can reflect on how their bodies have changed and anticipate body changes, understanding that some are related to puberty.</p>
YEAR 5	<p><b>PHYSICAL HEALTH AND FITNESS</b> The benefits of physical exercise- importance of regular physical exercise – daily weekly routines. Examples of how to do this. Where and how to seek help if worried.</p> <p><b>MENTAL WELLBEING</b> That isolation and loneliness can affect children and it's Important to discuss feelings and seek support.</p> <p><b>HEALTH AND PREVENTION</b> The importance of good sleep. Lack of sleep can affect mood, weight and ability to learn. Limit time online. How to recognise early signs of physical illness eg weight loss / unexplained changes to body.</p> <p><b>BASIC FIRST AID</b> Pupils can identify an emergency situation. What to say to operator. What happens when an</p>	<p><b>RSE SOLUTIONS LESSON 1</b> <b>My Feelings</b> Pupils can anticipate how their emotions may change as they approach and move through puberty.</p> <p><b>RSE SOLUTIONS LESSON 2</b> <b>My Body</b> Pupils can anticipate how their body may change as they approach and move through puberty.</p>

	<p>emergency call is made- consequences of making an emergency call.</p> <p><b>DRUGS, ALCOHOL AND TOBACCO</b></p> <p>To know why some common drugs/ substances eg alcohol, tobacco, energy drinks can damage their health/ safety and that some are restricted/illegal.</p>	
YEAR 6	<p><b>PHYSICAL HEALTH AND FITNESS</b></p> <p>Benefits of physical exercise, time outdoors, community participation, voluntary activities on mental wellbeing and happiness.</p> <p><b>MENTAL WELLBEING</b></p> <p>To know that it is common for people to experience mental ill health. Recognise that for many people this can be resolved with support. Where to seek help at school or at home for themselves or others.</p> <p><b>INTERNET SAFETY AND HARMS</b></p> <p>That for most people internet is an integral part of life but there are risks to excessive time spent on electronic devices and impact of positive and negative content on own and others' mental wellbeing.</p> <p><b>BASIC FIRST AID</b></p> <p>To be able to give first aid in an emergency. To know how to get help in an emergency. To recognise what makes an emergency and seriousness.</p> <p><b>DRUGS, ALCOHOL and TOBACCO</b></p> <p>To recognise dangers of some legal/ illegal substances. What is meant by 'habit' and why habits can be hard to change.</p>	<p>RSE SOLUTIONS Lesson 1</p> <p>My Feelings</p> <p>Pupils can recognise how images in the media, including online, do not always reflect reality, and can affect how people feel about themselves.</p> <p>RSE SOLUTIONS Lesson 2</p> <p>My Body</p> <p>Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female organs.</p>

<b>Spring Term</b>		
RELATIONSHIPS		
YEAR GROUP	PSHE CURRICULUM	RSE CURRICULUM
RECEPTION		<p>RSE SOLUTIONS Lesson 3</p> <p>My Relationships</p> <p>Pupils understand that there are similarities and differences between everyone and can celebrate this</p> <p>RSE SOLUTIONS LESSON 4</p> <p>My Beliefs</p> <p>Pupils can recognise what they like and dislike and feel empowered to make real, informed choices.</p>

<p>YEAR 1</p>	<p><b>FAMILIES AND CARERS/CARING FRIENDSHIPS</b> To identify their special people ( friends, carers, family) and what makes them special. The importance of friendships and how we choose and make friends. What makes a good friend? Eg trust, care, time, support.</p> <p><b>RESPECTFUL REALTIONSHPIS</b> To understand that in school and wider society they can expect to be treated with respect and that in turn they should show due respect to others, including people in authority. To appreciate the conventions of courtesy and manners.</p>	<p>RSE SOLTIONS Lesson 3 My Relationships Pupils understand the importance of listening carefully to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.</p> <p>RSE SOLUTIONS LESSON 4 My Beliefs Pupils can identify and respect the differences and similarities between people.</p>
<p>YEAR 2</p>	<p><b>FAMILIES AND CARERS</b> To understand that families are important for children growing up because they can give love, security and stability.</p> <p><b>CARING FRIENDSHIPS</b> To learn that we need to listen to other people and play/work co-operatively and that the characteristics of friendships include : respect, truthfulness, loyalty trustworthiness etc To know that caring friendships are positive and welcoming to others and don't make others feel lonely or excluded.</p> <p><b>BEING SAFE</b> To understand that people's bodies and feelings can be hurt (including uncomfortable feelings)</p>	<p>RSE SOLUTIONS Lesson 3 My Relationships Pupils can recognise different types of bullying and teasing, understanding that these are wrong and unacceptable</p> <p>RSE SOLUTIONS Lesson 4 My Beliefs Pupils can identify the ways in which people and families are unique, understanding there has never been and never will be another them.</p>
<p>YEAR 3</p>	<p><b>FAMILIES AND CARERS</b> To understand that the characteristics of a healthy family life include commitment (including in times of difficulty), protection, care and time together.</p> <p><b>CARING FRIENDSHIPS</b> To recognise and respond to a wide range of feelings and themselves and others. To build towards forming healthy relationships.</p> <p><b>RESPECTFUL RELATIONSHIPS</b> What practical steps can they make towards making respectful relationships?</p>	<p>RSE SOLUTIONS Lesson 3 My Relationships Pupils can recognise a wide range of relationships, including the attributes of a positive, healthy relationship.</p> <p>RSE SOLUTIONS Lesson 4 My Beliefs Pupils can challenge gender stereotypes, understanding there is not one way to be a girl or one way to be a boy.</p>
<p>YEAR 4</p>	<p><b>FAMILIES AND CARERS</b> To understand that others' families, either in school or in the wider world, sometimes look different to their family, but they should respect those differences and know that other children's families are also characterised by love and care.</p> <p><b>CARING FRIENDSHIPS</b> To understand that most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or</p>	<p>RSE SOLUTIONS Lesson 3 My Relationships Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable.</p> <p>RSE SOLUTIONS Lesson 4 My Beliefs Pupils recognise that differences and similarities between people arise from a number of factors, including family and personal identity.</p>

	<p>even strengthened and that resorting to violence is never right.</p> <p>To listen to others with an understanding that we don't all have the same perspectives/views.</p> <p>BEING SAFE How to respond safely and appropriately to adults they may encounter (in all contexts, inc online) whom they do not know.</p>	
YEAR 5	<p><b>FAMILIES AND CARERS</b> That stable, caring relationships that may be of different types are at the heart of happy families and are important for children's security as they grow up.</p> <p><b>RESPECTFUL RELATIONSHIPS</b> To recognise the importance of permission-seeking, and giving in relationships with friends, peers and adults.</p> <p><b>BEING SAFE</b> To realise nature and consequences of teasing, bullying, discrimination and aggressive behaviours . To recognise "dares" and how to respond to peer pressure.</p>	<p>RSE SOLUTIONS Lesson 3 My Relationships Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships</p> <p>RSE SOLUTIONS Lesson 4 My Beliefs Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.</p>
YEAR 6	<p><b>FAMILIES AND CARERS</b> To understand that not everyone enjoys safe and happy family relationships. To know that running away is risky. To list safe places/ people that could help if needed. How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help/ advice if needed. To know that marriage (opposite and same sex couples) and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p><b>CARING RELATIONSHIPS</b> To recognise who to trust and how to judge when a friendship is making them unhappy or uncomfortable, managing conflict. How to manage these situations and how and where to seek help.</p>	<p>RSE SOLUTIONS Lesson 5 My Relationships Pupils realise the nature and consequences of discrimination, including the use of prejudice based language</p> <p>RSE SOLUTIONS Lesson 6 My Beliefs Pupils know that some cultural practices are against British Law And universal human rights, including female genital mutilation (FGM).</p>

<p><b>Summer Term</b> LIVING IN THE WIDER WORLD</p>		
YEAR GROUP	PSHE CURRICULUM	RSE CURRICULUM
		RSE SOLUTIONS Lesson 5 My Rights and Responsibilities

RECEPTION		<p>Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy</p> <p>RSE SOLUTIONS</p> <p>Lesson 6 Asking for help</p> <p>Pupils can identify the special people in their lives, what makes them special and how special people care for one another.</p>
YEAR 1	<p>SHARED RESPONSIBILITIES</p> <p>Pupils can learn how to make positive contributions to the life of the classroom and the school.</p> <p>They recognise that people and living things have rights and that we should respect them all.</p> <p>COMMUNITIES</p> <p>That we all belong to groups as well as being individuals.</p> <p>That we have a duty to care for our environment and our community.</p> <p>ECONOMIC WELLBEING</p> <p>That money comes from different sources and can be used for different purposes eg – spending saving.</p>	<p>RSE SOLUTIONS</p> <p>Lesson 5</p> <p>My Rights and Responsibilities</p> <p>Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.</p> <p>RSE SOLUTIONS</p> <p>Lesson 6 Asking for help</p> <p>Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.</p>
YEAR 2	<p>SHARED RESPONSIBILITIES</p> <p>To reinforce class rules. Why do we need rules?</p> <p>To respect the rights of others including taking turns protecting others’ bodies and feelings, respecting property.</p> <p>COMMUNITIES</p> <p>To recognise that we belong to groups and communities and are part of a wider community.</p> <p>To learn what improves their local, natural and built environments and develop skills and strategies needed to care for these (inc conserving energy, litter awareness)</p> <p>ECONOMIC WELLBEING</p> <p>To understand that jobs help people earn money to pay for things.</p>	<p>RSE SOLUTIONS Lesson 5</p> <p>My Rights and Responsibilities</p> <p>Pupils can judge what kind of physical contact is acceptable, comfortable/uncomfortable and how to respond.</p> <p>RSE SOLUTIONS Lesson 6</p> <p>Asking for help</p> <p>Pupils know the difference between secrets and surprises and the importance of not keeping a secret if it makes them feel uncomfortable, worried or afraid.</p>
YEAR 3	<p>SHARED RESPONSIBILITIES</p> <p>To think about the classroom, school and wider community rules. Why do we need rules? How are they positive?</p> <p>To understand that all people have basic human rights, whatever their differences.</p> <p>To realise that behaviours, inc aggressive and harmful behaviours, and actions have consequences.</p> <p>ECONOMIC WELLBEING</p> <p>To begin to understand the role money plays in their own and their family’s life. To understand that there are lots of jobs/ careers.</p>	<p>RSE SOLUTIONS Lesson 5 My Rights and Responsibilities</p> <p>Pupils understand the right to protect their bodies from unwanted touch.</p> <p>RSE SOLUTIONS Lesson 6</p> <p>Asking for help</p> <p>Pupils can identify the differences between secrets and surprises, knowing when it is right to share confidence and share a secret.</p>

	<p><b>NEWS AND MEDIA</b> To begin to take an interest in current affairs.</p>	
YEAR 4	<p><b>SHARED RESPONSIBILITIES</b> Pupils understand that rules and laws are there to protect them and others. They understand that if we break rules/laws there will be consequences and that we all have responsibilities. Start to resolve differences by looking at alternatives, others' points of view.</p> <p><b>COMMUNITIES</b> Pupils understand what it means to live in a community. Investigate wider communities.</p> <p><b>NEWS AND MEDIA</b> To extend knowledge of topical issues / news and events. To understand how the media can portray people/ groups and use stereotypes.</p>	<p><b>RSE SOLUTIONS LESSON 5</b> My Rights and Responsibilities To understand that marriage is a commitment freely entered into by both people, and that no one should marry if they don't want to or are not making the decision for themselves.</p> <p><b>RSE SOLUTIONS Lesson 6</b> Asking for help Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.</p>
YEAR 5	<p><b>SHARED RESPONSIBILITIES</b> To understand that rules and laws are needed in different situations and who makes them. To understand that all people have their own basic human rights and that children have their own special right – United Nations Declaration of the Rights of the Child. To understand that we have responsibilities at school, at home and in the wider community. To be able to explain reasons for choices and reasoning for actions.</p> <p><b>COMMUNITY</b> To understand about varied institutions that support communities. To consider the lives of people living in other places and people with different values and customs.</p> <p><b>ECONOMIC WELLBEING</b> To understand how money can affect actions in a community and that some jobs are paid more than others – can affect job choices.</p> <p><b>MEDIA</b> To understand that news and events can affect us all.</p>	<p><b>RSE SOLUTIONS</b> Lesson 5 My Rights and Responsibilities Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared online.</p> <p><b>RSE SOLUTIONS</b> Lesson 6 Asking for help Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk to about what they have seen.</p>
YEAR 6	<p><b>SHARED RESPONSIBILITIES</b> To understand that rules and laws are needed and how to take part in making and changing laws. To understand that we all have basic human rights.</p> <p><b>COMMUNITIES</b> To recognise the role of community, voluntary and pressure groups, especially in relation to health and wellbeing.</p>	<p><b>RSE SOLUTIONS Lesson 5</b> My Rights and Responsibilities Pupils have an awareness that infection can be shared during sexual intercourse and that a condom can help prevent this.</p> <p><b>RSE SOLUTIONS Lesson 6</b> Asking for Help Pupils develop the confidence and skills to know when, who and how, to ask for help independently, or with support.</p>

	<p>To recognise range of national, regional, religious and ethnic identities in UK.</p> <p><b>ECONOMIC WELLBEING</b></p> <p>To identify a job/ career they might wish to do and identify the steps they would need to follow to get there.</p> <p><b>NEWS AND MEDIA</b></p> <p>To gain a wider understanding of topical events and think about possible solutions/ recommendations.</p>	
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