



Relationships and Sex Education Policy 2021-24

This policy is underpinned by the commitment of Discovery Schools Academy Trust to ensure the entitlement for all pupils to be taught the statutory relationships and sex curriculum and to maintain an appropriate educational environment in which all can learn and achieve.

This policy was approved as follows:

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This policy applies to all DSAT schools. The Headteacher is responsible for ensuring that all school specific information is completed and that the policy reflects the context and needs of their school.

Version	Version Date	Author	Summary of Changes
V0.1	March 2019	Liz Braithwaite	Draft policy created
V0.2	April-July 2019	Liz Braithwaite	Consultation with Trust board, parents and pupils
V0.3	September 2019	Liz Braithwaite	Changes made to policy in light of consultation comments. Final version presented to Trust Board
V1.0	18/9/19	Helen Stockill	Policy approved by the Board
V1.1	5.6.2021	David Briggs	Policy reviewed

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1. Aims

This policy is designed to briefly outline the Schools and Trust's approach to Relationships and Sex Education within the statutory framework as defined in the statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education document (2019). It provides additional guidance and templates, which complement and reinforce the statutory guidance.

Our Trust aims are to ensure that:

- Age appropriate Relationships Education, Sex Education and Health Education is taught in **all schools**.
- Relationships Education, Sex Education and Health Education is understood across all governance levels and by school leaders, staff, parents and pupils.
- Our schools are a safe and happy environment for all pupils to learn.

At Redlands Community Primary School we believe:

- RSE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities and sex education.
- RSE is an entitlement for all young people. Difference and diversity must be considered when delivering RSE but not limit pupils' access to quality RSE education.
- Special educational needs or disability, gender, sexual orientation (LGBT) and age, nationality, religion, cultural and linguistic background, all affect access to RSE but are not a barrier.
- RSE is most effective when provided in the wider context of social and emotional development. In our school, successful RSE is firmly rooted in personal, social and health education (PSHE).
- RSE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.
- RSE must ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect as set out in the Equality Act 2010.
- RSE curriculum should teach pupils how to keep themselves and their personal information safe while online.

2. Objectives

At Redlands Community Primary School

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to confidently engage with the challenges of adult life.
- We provide enough information and support to enable our pupils to make safe choices both in the real world and online.
- Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others so they can move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious and moral values and respect for other races, religions and

ways of life reflecting upon LGBT communities and other protected characteristics groups.

- When appropriate we will teach pupils about LGBT, and ensure that this content is fully integrated into the wider curriculum rather than delivered as a standalone unit or lesson.

All adults will work towards achieving these aims for RSE in our school. We seek to enable our children to:

- Develop interpersonal and communication skills.
- Develop positive values and a moral framework that will guide their decisions and behaviour.
- Develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children.
- Respect themselves and others, their views, backgrounds, cultures and experiences.
- Develop loving, caring relationships based on mutual respect.
- Name the private parts of the body confidently and communicate with trusted adults to keep themselves safe.
- Understand the process of human reproduction.
- Understand the reasons for and benefits of delaying sexual activity.
- Be prepared for puberty and the emotional and physical effects of body changes.
- Understand the attitudes and skills needed to maintain their sexual health.
- Recognise and avoid exploitative relationships.
- Have opportunities throughout their schooling to address RSE in an age-appropriate way.

Whilst promoting values we will ensure that pupils are offered a balanced programme by enabling young people to acquire learning that will enable them to be empowered and educated to make their own informed choices by teaching them self-respect and responsibility. Educating against discrimination and prejudice.

3. Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, **make Relationships Education compulsory for all pupils receiving primary education** and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also **make Health Education compulsory in all schools** except independent schools.

Discovery Trust academies do teach RSE, as they are required by their funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

2a The Academy Trust must have regard to any Guidance, further to section 403 of the Education Act 1996, on sex and relationship education to ensure that children at the Academy are protected from inappropriate teaching materials and that they learn the nature of marriage and its importance for family life and for bringing up children. The Academy Trust must also have regard to the requirements in section 405 of the Education Act 1996, as if the Academy were a maintained school.

At Redlands Community Primary School we teach RSE as set out in this policy.

This policy is consistent with current national legislation (Education Act 1996 and Learning and Skills Act 2000). It is also consistent with current national guidance 'Sex and Relationship Education Guidance' (DfEE 2000) and recent supplementary guidance 'RSE for the 21st Century'. Our Policy reflects the view of RSE contained within the Schools White Paper 'The Importance of Teaching' as it states: "It is lifelong learning about physical, moral and emotional development. It is about the importance of marriage for family life, stable and loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health. **It is not about the promotion of sexual orientation or sexual activity** – this would be inappropriate teaching."

4. Policy Development and related policies

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

1. Review – a Discovery Schools Academy Trust collaborative group of professionals, representative of 13 schools pulled together all relevant information including relevant national and local guidance.
2. Trust Board consultation - all Trustees were given the opportunity to look at the policy and make recommendations
3. We have consulted our student council and our advisory body with regards to the teaching of RSE. We have also placed this policy on our website and signposted this policy to all parents and carers through our weekly bulletin.
4. Ratification – once amendments were made, the policy was shared with the Advisory Board and adopted.

Related Policies

Other school policies are relevant to our provision of RSE

- PSHE and Citizenship
- Child Protection and Safeguarding Policy and Procedures
- Science
- DSAT IT and Online Safety policy
- Teaching & Learning Strategy

5. 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.**

6. 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, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by the class teacher in Year 5 where bodily changes are discussed and this is continued into Year 6.

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.

Our Curriculum for RSE (*see Appendix 4*) describes the elements of sex education which will be taught. The Curriculum is wholly consistent with the National Curriculum (2014), DfE and OfSTED guidance along with the statutory 2019 Relationships and Sex education guidance for pupil outcomes by the end of primary school (Appendix 5). It also reflects best practice described by the Sex Education Forum. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty and reproduction) and some parts are based on non-statutory guidance from the PSHE Association.

We consider RSE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RSE.

The objectives of the RSE Curriculum will be taught in:

PSHE through designated lessons, circle time, focused events, health weeks, Cambridge PSHE Services lessons. Other Curriculum areas, especially Science, RE and PE Enrichment activities, visits from the NSPCC, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school.

Specific Units of Work on SE are planned into our teaching programme every year in all year groups. Specific content on Puberty will be taught in Year 5 and revisited in Year 6.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery. Use of visitors, Outside visitors, for example school nurses, are used to enhance the provision of RSE. They deliver the sessions in line with the RSE policy and are all DBS checked. School asks to see the materials visitors will use for a lesson plan in advance, so that we can ensure it meets the full range of pupils' needs (e.g. special educational needs) is age-appropriate and accessible to all.

Key Stage 1: Laying the foundations of understanding about growth and change, differences and respect for one another within friendships and relationships. Keeping safe. Promoting self-esteem and wellbeing.

Key Stage 2: Preparation for the changes of puberty, teaching conception and pregnancy, and expanding on how to treat each other/respect within friendships and relationships. Keeping safe. Promoting self-esteem and wellbeing.

6.2 Entitlements

Redlands Community Primary School, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

Children are entitled to:

1. Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
2. A well-planned, well-delivered SE programme, which is flexible to cater for their changing needs over time
3. Know where and how to access information, support and local services
4. Be informed about issues of confidentiality and how it affects them
5. Have their views and ideas received in a respectful and non-judgemental manner
6. Be involved in developing and evaluating the content, delivery and timing of their SE programme.

Teaching Staff are entitled to:

1. Access to high quality, up-to-date, accurate information, resources and training

2. Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
3. Contribute their views and ideas in support of the development of RSE for children
4. Professional guidance and support
5. Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults in the community are entitled to:

1. Accessible, accurate, up-to-date, information delivered in a way which meets their needs
2. A safe and supportive environment for their children
3. Information on how and when RSE is taught
4. Understand their rights and responsibilities in relation to RSE policy and curriculum.

6.3 Teaching Methodologies

Ground Rules

RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.

Answering Questions

We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy. When dealing with difficult questions, ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Staff will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of relationships and sex education. To minimise embarrassment a child might feel, a safe environment will be established to promote confidence in asking questions, although the sessions will be mixed sex, a separate session will be offered to boys and girls to create an environment where they feel comfortable to ask questions. Children will be encouraged to use the correct medical terminology for the body parts to dispel myths and minimise confusion.

Staff agreed to answer questions as honestly as possible in a safe and sensitive, age appropriate way. This may involve answering the questions on an individual basis to meet the individual child's needs.

Distancing Techniques

In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos, theatre in education to enable children to share ideas and opinions and to

practice their decision-making skills in a safe learning environment. A questions box will be provided for the children to put in questions that they don't feel comfortable asking out aloud.

We will primarily use the Cambridge programme and the resources recommended within it when planning and delivering the RSE Curriculum. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSE.

6.4 Puberty

We will teach about puberty in Years 5 and 6, in accordance with our Curriculum for RSE. We recognise the importance of ensuring that young people understand about the physical and emotional changes of puberty before they reach it, in order to allay fears or concerns. We also recognise that young people develop at different rates. When teaching about puberty in our RSE programme, we will be sensitive to the needs of those developing at different rates.

Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis.

We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. If a Year 4 child appears to have an advanced physical development, we will consider whether they too should be involved in lessons about puberty. This will always be done in consultation with parents via the class teacher.

We will respond appropriately and sensitively when parents contact the school with information they wish to share about the needs of their child. Parents will be made aware of their responsibility to keep school informed of changes which may impact upon the care we need to provide for their child through newsletters, parents evenings and the website.

We will ensure that our young people have different opportunities to learn about puberty and their developing sexuality and prepare themselves for it. Programmes will be tailored to individual needs where appropriate. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with groups of Year 5 and Year 6 pupils separately to ensure they receive appropriate information at these age groups.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discreetly.

6.5 Contraception

We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will refer to guidelines for responding to these questions in '6B Answering Children's RSE Questions in the Primary School'.

We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

We have also decided to address this issue directly in very broad terms as part of the taught RSE Curriculum at Year 6. The learning will be set in the context of responsible parenting decisions. It will not include details regarding access to or application of contraception.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for safeguarding child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation, to involve the child's parents (if appropriate) and, if necessary, other professionals. Sexual activity under 13 is always a matter of Safeguarding and Child Protection. We will teach about contraception in the context of RSE and PSHE in an age-appropriate context.

6.6 Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE. In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

Inclusion and differentiation included in the delivery of the sessions will take into consideration sexual orientation, gender identity, faith and culture, as part of the school's inclusion policy. Due to the diversity of families and relationships small group work or one to one sessions will be offered to meet individual needs. Vulnerable children will be offered additional small group targeted sessions with the school nurse if needed.

The needs of boys as well as girls historically, within RSE there has been a tendency to focus more heavily on girls rather than boys. However, Redlands Community Primary School will also focus on the changes that are happening to boys as well as girls, each learning about the changes that happen to each other.

While delivering the RSE curriculum and with a duty to safeguard our children, they may make personal disclosures either in class or to individual teachers/adults, if this situation arises it will be dealt with in line with the current Safeguarding and child protection policy and procedures.

6.7 Resources

Resources that could be used;

- Cambridge lesson plans and resources.
- FPA resources Sense primary resources NSPCC and lesson plans
- BBC growing up DVD and lesson plans
- CPHVA school nursing resources
- Expect Respect education toolkit – women’s aid
- Betty for schools – encouraging open and honest talk about periods
- Power-point presentations. Yr 5 and 6
- Ice Breaker exercise on appropriate use of words medical terminology/exploring sanitary wear/foetuses /body board/ noughts and crosses quiz to evaluate learning.
- Evaluation forms at beginning/end of session to children and teachers.
- Egg, sperm, Game on menstruation /worksheets to facilitate group-work and discussion.
- Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on Sexwise’s website which teachers may find helpful for their knowledge.
- Abuse in relationships: Disrespect NoBody from the Home Office and Government Equalities Office.
- LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.
- Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.

6.8 Pupil Participation

- We will involve children in the evaluation and development of their RSE in ways appropriate to their age.
- We will engage the children in assessment activities to establish their development needs, for example ‘Draw and Write’ activities.
- We will encourage children to ask questions as they arise by providing anonymous question boxes.
- We will ask children to reflect on their learning and set goals for future learning.
- We will consult children (e.g. through School Council) about their perception of the strengths of our RSE programme and the areas to be further developed.

7. Roles and responsibilities

We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child’s request for information and advice. All staff are encouraged to access support from colleagues where necessary.

7.1 The Trust board

The Trust board will approve the RSE policy and hold the Trust to account for its implementation. Evidenced through the curriculum strategy, website compliance and the monitoring of teaching and learning in this area by the Director of Education and SIP (School Improvement Partner). The KPI for RSE will require that all schools attain at least good for personal development under the new Ofsted framework (Sept 2019). Trustees hold responsibility for the RSE Policy and will be assisted in monitoring its implementation by the Head of Safeguarding and Pupil Well-being, the Headteacher and the PSHE Lead.

7.2 The Advisory board

The Advisory board will ensure that the RSE consultation and personalisation of the policy reflects the context and curriculum of the school and its community.

7.3 The headteacher

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

7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

7.5 Pupils

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

7.6 PSHE Lead

- The PSHE Lead is responsible for reviewing and evaluating RSE at our school. The PSHE Lead will report to the Head Teacher in this task.
- Staff will be assisted in their planning and delivery of the 'Curriculum for RSE' by the PSHE Lead who will, with support, provide lesson plans and activities for colleagues, collate assessments, liaise with PSHE advisors, plan INSET to meet staff needs and liaise with visitors who support the RSE curriculum.

8. Involvement of Parents and their right to withdraw

Parents and carers are the key figures in supporting their children through the emotional and physical aspect of growing up. We recognise that many children would prefer to receive information about RSE from their parents and carers. Therefore, we seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

- Informing parents and carers by letter of our school RSE curriculum
- Providing parents, through our website, to comment on RSE within school and voice any concerns

- Inviting parents to learn more about resources and activities used in RSE
- Gathering parents' views on the RSE Policy and taking these into account when it is being reviewed
- Informing parents and carers about the RSE programme as their child joins the school through the school brochure/prospectus/website
- Providing supportive information about parents' role in RSE
- Inviting parents to discuss their views and concerns about RSE on an informal basis.

Parents and carers will be given access to this policy on request. It will also be available on the school website within the 'Policy' section or from the school Office. It will be discussed in more detail at a parents' evening offered prior to the delivery of the sessions. Including resources for parents to look at and information for them to take away on how to answer their children's questions.

Parents' have the right to withdraw their children from the non-statutory components of RSE (Appendix 2).

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE lessons.

9. Training

Staff are trained on the delivery of RSE as part of their ongoing CPD and performance management cycle.

The headteacher and/or PSHE Lead 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.

10. Monitoring, Evaluating and Reviewing our RSE Policy

Monitoring and evaluation of the policy is the responsibility of the Senior Leadership Team and the Advisory Board. Information will be gathered from the Headteacher, the PSHE Lead, SIP, Ofsted and parents to inform judgements about effectiveness.

The policy will be added to the Discovery Schools Policy Framework to ensure its review is systematic and timely. This policy will be reviewed in line with this document by the Head of Safeguarding and Pupil Wellbeing.

Appendix 1 - Specific year groups planning sheet

Key stage one Growing and changing Making babies Respect / friendship / kindness

How it could be taught

Growing and Changing; Using animals to explain how they grow (visit to a farm) Relating this to children, changes that have happened since they were a baby; What they can do now; Talking, toilet trained, feeding themselves, dressing themselves and starting to take care of their personal hygiene (cleaning teeth, washing face and hands etc) briefly mentioning older siblings wanting to do different things (12yr old brother getting bigger and moody – introducing the concept of puberty but no more than mentioning that we continue to grow until we are an adult) Using the life cycle of a human being Differences to boys and girls.

Making Babies; Introducing concept of where babies come from, Mummy's tummy. Seed inside the Daddy, egg inside the mummy. The penis connects to the vagina and the baby is created, it develops and grows until its ready to come out. Pregnancy - womb being a special place where the baby grows and comes out when its ready

Respect / friendship and kindness Expect respect lesson plans Bullying / kindness / how to treat each other

Key stage two

Puberty Hormones Emotional changes / relationships / kindness / friendships/ bullying Taking care of your emotional health Relationships with parents, friends, specific gender changes including; Wet-dreams Masturbation – not actively taught Periods Breast development Hygiene How to keep clean and take care of yourself as you are growing

Sex What is love, including trust, respect and communication. Discussion on sex including; Knowing someone well and trusting them People have sex for different reasons, they enjoy it, they want to have a baby or they don't want to have a baby so they use contraception. Conception / pregnancy 2 women or two men could love each other. – not actively taught Family models – different families, what is a family?

FPA interactive resources – 'Growing up with Yasmine and Tom'

Released in the summer term 2014. Annual subscription resources regularly updated. Printable workbooks Higher key stage one; Body Lifestyle Gender stereotypes Keeping safe Feelings Relationships Pre-puberty changes People that can help How to stay safe Safe online Periods Wet-dreams On line safety How babies are made and born Feelings Resilience Knowing boundaries

Body changes Puberty /hygiene

Links to information regarding the 'PANTS' programme in schools

<https://www.nspcc.org.uk/globalassets/documents/schools/underwear-rule-resources-lessonplan.pdf>

<https://www.nspcc.org.uk/globalassets/documents/schools/underwear-rule-teaching-resourceguidance.pdf>

Appendix 2 - The teaching programme

Nursery/foundation

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for each other; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have the confidence in their own abilities. (DFE, 2017)

The RSE programme will complement the content of new curriculum for science 2013 for years 1 – 6.

Year 1 and year 2

Noticing that animals, including humans have offspring which grow into adults. Find out and describe the basic needs of animals including humans for basic survival. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Lower key stage 2 (Yr. 3 and 4)

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. Identify that humans and some animals have skeletons and muscles for support, protection and movement.

Upper key stage 2 (Yr 5 and 6)

Describe the differences in the lifecycles of a mammal and amphibian and insect and a bird. Describe the life process of reproduction in plants and animals. Describe the changes as humans develop to old age. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans by finding out and recording the length and mass of a baby as it grows. (Sept. 2013 national curriculum)

Appendix 3 - References

- Guidance on producing your school's RSE policy – PSHE Association 2013
- WWW.SEXEDUCATIONFORUM.ORG.UK Leicestershire Healthy Schools Programme, outline Sex and Relationships Education Policy for a Primary School Sex and Relationship Education Guidance DfE 2000
- National Curriculum SEPT 2013 Arc federation RSE policy - 2014 Every child matters - 2004 Statutory Framework for the Early Years Foundation Stage, setting the standards for learning, development and care for children from birth to five.
- (DfE, 2012) PSHE association Department for Education.
- (2017) Schools to teach 21st Century Relationships and Sex Education.
- Department for Education policy statement: Relationships Education, Relationships and Sex Education, And Personal, Social, Health And Economic Education. (2017)
- Statutory Guidance for Relationships and Sex Education (2019)

Appendix 4 – Curriculum Map This is a Two-Year rolling programme. Therefore, each phase will teach each alternative programmes to ensure whole school coverage by the end of Year 6.

Year Group	Term	PSHE/RSE	Learning Intentions:
Foundation	Autumn 1	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Myself and My Relationships 1 Beginning and Belonging (NB, GFG)</p> <ul style="list-style-type: none"> To understand what is special about me and other people in my class To understand what I have learnt to do and recognise what I would like to do next. To know who and how to ask for help if they need it. To understand ways of welcoming new children to the class. To understand how people's behaviour makes other people feel To understand ways of respecting the needs of other children in the class. To begin to understand how to play and work alongside others at school
Foundation	Autumn 2	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Myself and My Relationships 2 My Family and Friends - Including Anti-bullying (GOFO, SNTB)</p> <ul style="list-style-type: none"> To recognise people who are special to them and why they are special. To understand what makes a family and to understand how people in families care for each other To understand what makes a good friend. To understand ways of making new friends. To understand simple reasons for why friends may fall out and simple ways to make up with friends. To recognise what unkind behaviour looks like and understand what to do when someone is unkind. <p>Myself and My Relationships 3 My Emotions (C, R, GTBM)</p> <ul style="list-style-type: none"> To recognise and identify feelings in themselves and others. To recognise what causes different feelings in themselves and others. To recognise how change and losing something makes them and other people feel To recognise simple ways of making themselves feel better To recognise ways of helping other people to feel better
Foundation	Spring 1	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Citizenship 1 Identities and Diversity</p> <ul style="list-style-type: none"> To understand how they belong to their class, and to recognise similarities and differences between themselves and others in their class. To understand how they belong to their family. To recognise similarities and differences between the ways that families live their lives To understand that people and families have different beliefs and customs that are important and special to them. To understand that it is important to respect other people's differences and the ways in which they live their lives. To understand ways that people and families celebrate their beliefs and ways of life. <p>Citizenship 2 Me and My World</p> <ul style="list-style-type: none"> To identify the people who look after them at school and understand their roles To understand ways that they can help to look after the school environment. To understand ways that they can help to look after their things and their home. To recognise and understand the purpose of different places and features in their neighbourhood. To recognise and understand the jobs of different people in their neighbourhood including people who help them. To understand ways of looking after their local outdoor area and keeping the environment special for everyone. To understand ways of caring for plants and animals.
Foundation	Spring 2	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Healthy and Safer Lifestyles 2 Keeping Safe (Including Drug Education)</p> <ul style="list-style-type: none"> To be able to identify trusted adults who children could talk to and ask for help. To be able to assess risks in the school and its grounds. To be able to plan ahead to keep safer and understand and apply safety rules in different contexts e.g. sun, water, fire, railways. To be able to develop a strategy to keep safer when lost. To be able to identify safer places to play To be able to name parts of the body including the external sexual parts. To be able to identify and distinguish between different touches. To be able to recognise what a secret is. To be able to use an assertive voice and body language. To be able to identify how and when to tell. To understand basic road safety skills. To be able to identify common harmful substances. To know what goes on to and into their body To understand what medicines are and why some people need medicines. To understand how to be safe with medicines and who are the trusted people who help them to take medicine when they need it.
Foundation	Summer 1	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Healthy and Safer Lifestyles 3 Healthy Lifestyles</p> <ul style="list-style-type: none"> To understand some of the things needed to have a healthy body To be able to name and talk about foods they like and dislike To understand why different foods and drink are important in order for our bodies to stay healthy and well. To understand what exercise is and why it is good for us. To understand the importance of sleep for our bodies To begin to understand how to make choices which promote healthy living What can't I do when I am feeling ill or not so healthy? What can I do to help keep my body healthy? Do I understand why food and drink are good for us? Do I understand what exercise is and why it is good for us? Do I understand why rest and sleep are good for us?
Foundation	Summer 2	Learning within Cambridge Scheme that happens within	<p>My Body and Growing Up</p> <ul style="list-style-type: none"> To understand and value what their bodies can do To describe their own appearance and name external body parts including using agreed names for the sexual parts.

		our RSE Unit	<p>To recognise similarities and differences between the bodies of girls and boys</p> <p>To understand ways in which their body has changed since they were a baby</p> <p>To understand ways of looking after their body and keeping it clean</p> <p>To understand how members of their family and other trusted people care for and look after them.</p> <p>To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others.</p> <p>To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others.</p>
Year 1	Autumn 1	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Myself & My Relationships Beginning and Belonging (BB 1/2)</p> <p>Do I understand simple ways to help my school feel like a safe, happy place? RR</p> <p>How can I get to know the people in my class? CF</p> <p>How do I feel when I am doing something new? MW</p> <p>How can I help someone feel welcome in class? MW</p> <p>What helps me manage in new situations? MW</p> <p>Who can help me at home and at school? BS</p>
Year 1	Autumn 2	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Myself & My Relationships Family and Friends (FF 1/2)</p> <p>To be able to describe what a friend is and does.</p> <p>To develop strategies for making and keeping friends.</p> <p>To understand that friendship patterns change and to develop strategies for coping.</p> <p>To recognise similarities and differences between themselves and their peers.</p> <p>To understand why families are special, that there are different family patterns and to be able to describe what is special about their own family.</p> <p>To identify the range of people who are special to them and describe what makes them special.</p> <p>To know how to seek help and support and from whom.</p> <p>To understand what they have learned in this unit and be able to share it.</p> <p>Myself & My Relationships Anti-bullying (AB 1/2)</p> <p>Why might people fall out with their friends? CF</p> <p>Can I describe what bullying is? RR</p> <p>Do I understand some of the reasons people bully others? RR</p> <p>Why is bullying never acceptable or respectful? RR</p> <p>How might people feel if they are being bullied? MW</p> <p>To be able to understand how it may feel to see someone else being bullied. (MW)</p> <p>To be able to understand how someone who bullies may feel. (MW)</p> <p>Who can I talk to if I have worries about friendship difficulties or bullying? RR</p> <p>How can I be assertive? RR</p> <p>Do I know what to do if I think someone is being bullied? RR</p> <p>How do people help me to build positive and safe relationships? CF</p> <p>•What does my school do to stop bullying? RR</p> <p>How do people help me to build positive and safe relationships? (CF)</p>
Year 1	Spring 1	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Citizenship Diversity and Communities (DC 1/2)</p> <p>What am I and other people good at?</p> <p>What new skills would I like to develop?</p> <p>How can I listen well to other people? (RR)</p> <p>Why is it important to take turns? (RR)</p> <p>How can I work well in a group? (RR)</p> <p>How can I negotiate to sort out disagreements?</p> <p>How are my skills useful in a group?</p> <p>What is a useful evaluation? (RR)</p>
Year 1	Spring 2	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Healthy & Safer Lifestyles Digital Lifestyles (TG Digital Lifestyles)</p> <p>What are some examples of ways in which I use technology and the internet and what are the benefits? OR</p> <p>What is meant by "identity" and how might someone's identity online be different from their identity in the physical world? OR</p> <p>What are some examples of online content or contact which might mean I feel unsafe, worried or upset? OR</p> <p>OR</p> <p>What sort of information might I choose to put online and what do I need to consider before I do so? OR</p> <p>When might I need to report something and how would I do this? OR</p> <p>What sort of rules can help to keep us safer and healthier when using technology? IS</p> <p>Who can help me if I have questions or concerns about what I experience online or about others' online behaviour? IS</p> <p>Digital Lifestyles – Me and My Online Lifestyle</p> <p>To be able to talk about my identity both in real life and online.</p> <p>To know what information I can use to create a safe online profile.</p> <p>To be able to design their own online space.</p> <p>To be able to recognise when something they see or hear online makes them feel uncomfortable.</p> <p>To know what to do when something they see or hear online makes them feel uncomfortable.</p> <p>To understand what they have learned and be able to share it with others.</p>
Year 1	Summer 1	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Myself & My Relationships Managing Change (MC 1/2)</p> <p>How are my achievements, skills and responsibilities changing and what else might change?</p> <p>How might people feel during times of loss and change? MW</p> <p>How do friendships change? CF</p> <p>What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? MW</p> <p>How might people feel when they lose a special possession?</p> <p>When can I make choices about changes?</p>
Year 1	Summer 2	Learning within Cambridge Scheme that happens within our RSE Unit	<p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 1)</p> <p>What are the names of the main parts of the body? BS</p> <p>What can my amazing body do?</p> <p>When am I in charge of my actions and my body? BS</p> <p>How can I keep my body clean? HP</p> <p>How can I avoid spreading common illnesses and diseases? HP</p>
Year 2	Autumn 1	Learning within Cambridge	<p>Citizenship Rights, Rules & Responsibilities (RR 1/2)</p> <p>Who looks after me and what are their responsibilities?</p>

		Scheme that happens across our PSHE scheme	<p>What jobs and responsibilities do I have in school and at home? How do rules help me to feel happy and safe? How do I take part in making rules? How do rules help me to feel happy and safe? Can I take part in discussions and decisions in class? How do I take part in making rules? Can I take part in discussions and decisions in class? Can I listen to other people, share my views and take turns? (RR) Can I take part in discussions and decisions in class? Can I listen to other people, share my views and take turns? (RR)</p>
Year 2	Autumn 2	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Myself & My Relationships My Emotions (ME 1/2) What am I good at and what is special about me? RR Can I name some different feelings? MW Can I describe situations in which I might feel happy, sad, cross etc? MW How do my feelings and actions affect others? MW How do I manage some of my emotions and associated behaviours? MW What are the different ways people might relax and what helps me to feel relaxed? MW Who do I share my feelings with? MW How do I manage some of my emotions and associated behaviours? (MW) What are the different ways people relax and what helps me to feel relaxed? (MW) How can I stand up for myself? RR</p> <p>Myself & My Relationships Anti-bullying (AB 1/2) Why might people fall out with their friends? CF Can I describe what bullying is? RR Do I understand some of the reasons people bully others? RR Why is bullying never acceptable or respectful? RR How might people feel if they are being bullied? MW To be able to understand how it may feel to see someone else being bullied. (MW) To be able to understand how someone who bullies may feel. (MW) Who can I talk to if I have worries about friendship difficulties or bullying? RR How can I be assertive? RR Do I know what to do if I think someone is being bullied? RR How do people help me to build positive and safe relationships? CF What does my school do to stop bullying? RR How do people help me to build positive and safe relationships? (CF)</p>
Year 2	Spring 1	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Working Together (WT12) What am I and other people good at? What new skills would I like to develop? How can I listen well to other people? (RR) Why is it important to take turns? (RR) How can I work well in a group? (RR) How can I negotiate to sort out disagreements? (CF) How are my skills useful in a group? How are my skills useful in a group? What is a useful evaluation? (RR)</p> <p>Economic Wellbeing Financial Capability (FC 1/2) To know where money they have might come from (including regular and irregular sources) and how they might keep it safe. To know some ways money might be 'used' and that it is a finite resource. To know that there are some things they have to buy and some things they choose to buy. To begin to understand what a family might need to pay for and some ways that might be done. To know how to keep simple financial records. To understand that the feelings they may have about money are varied and can change. To know what charities are for and what some might do. To understand what they have learned in this unit and be able to share it with others.</p>
Year 2	Spring 2	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Healthy & Safer Lifestyles Managing Safety and Risk (MSR 1/2) What are risky situations and how might I feel? MW What is my name, address and phone number and when might I need to give them? BFA What is an emergency and who can help? BFA What makes a place or activity safe for me? MW What are the risks for me if I am lost and how can I get help? (BS) What are the benefits and risks for me when walking near the road, and how can I stay safer? MW What are the benefits and risks for me in the sun and how can I stay safer? HP What do I enjoy when I'm near water and how can I stay safer? MW What are the risks for me if I am lost and how can I get help? BS How can I help to stop simple accidents from happening and how can I help if there is an accident? BFA</p> <p>Healthy & Safer Lifestyles Personal Safety (PS 1/2) Can I identify different feelings and tell others how I feel? MW Which school/classroom rules are about helping people to feel safe? BS Can I name my own Early Warning Signs? BS How do I know which adults and friends I can trust? CF Who could I talk with if I have a worry or need to ask for help? BS What could I do if a friend or someone in my family isn't kind to me? BS Can I identify private body parts and say 'no' to unwanted touch? BS What could I do if I feel worried about a secret? BS What could I do if a friend or someone in my family isn't kind to me? (BS) What could I do if something worries or upsets me when I am online? BS</p>
Year 2	Summer 1	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Healthy Lifestyles Healthy Lifestyles (HL 1/2) How can I stay as healthy as possible? HP What does it feel like to be healthy? MW What does healthy eating mean and why is it important? HE Why is it important to be active & what are the opportunities for physical activity? PHF What foods do I like and dislike and why?</p>

			<p>What can help us eat healthily? HE</p> <p>Why do we need food?</p> <p>What does healthy eating mean and why is it important? (HE)</p> <p>What can help us to eat healthily? (HE)</p> <p>What healthy choices can I make?</p>
Year 2	Summer 2	Learning within Cambridge Scheme that happens within our RSE Unit	<p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 2)</p> <p>How do babies change and grow? (Statutory NC Science Y2)</p> <p>How have I changed since I was a baby? (Statutory NC Science Y2)</p> <p>What's growing in that bump? (NC Science)</p> <p>What do babies and children need from their families? FP</p> <p>Which stable, caring relationships are at the heart of families I know? FP</p> <p>What are my responsibilities now I'm growing up? CAB</p> <p>Healthy & Safer Lifestyles Drug Education (DE 1/2)</p> <p>Which substances might enter our bodies, how do they get there and what do they do? (DAT)</p> <p>What are medicines and why and when do some people use them? (DAT)</p> <p>Who is in charge of what medicine I take? (DAT)</p> <p>Who is in charge of what medicine I take? (DAT)</p> <p>When and why do people have an injection from a doctor or a nurse? (HP)</p> <p>What different things can help me feel better if I feel poorly?</p> <p>How can I keep safe with medicines and substances at home and at school? (DAT)</p> <p>What is persuasion and how does it feel to be persuaded? (MW)</p> <p>What is persuasion and how does it feel to be persuaded? (MW)</p>
Year 3	Autumn 1	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Beginning & Belonging</p> <p>What is my role in helping my school to be a place where we can learn happily and safely? (RR)</p> <p>How can we build relationships in our class and how does this benefit me? (CF)</p> <p>What does it feel like to be new or to start something new? (MW)</p> <p>How can I help children and adults feel welcome in school? (RR)</p> <p>What helps me manage a new situation or learn something new? (MW)</p> <p>Who are the different people in my network who I can ask for help? (BS)</p> <p>Who are the different people in my network who I can ask for help? (BS)</p>
Year 3	Autumn 2	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Family and Friends</p> <p>To recognise the qualities of a good friend and to be able to reflect on their own friendship skills.</p> <p>To develop strategies for managing friendship problems and to be able to support their friends.</p> <p>To understand about and be able to cope with changes in friendship patterns and situations.</p> <p>To be able to identify and value similarities and differences between themselves and their classmates.</p> <p>To be able to see things from another point of view, and to use this in resolving conflict.</p> <p>To identify people who are special to them and to recognise how they affect each other.</p> <p>To recognise different patterns of family life, including their own and those of others they know.</p> <p>To identify people they can talk to if they need support, and to have strategies for sharing their concerns.</p> <p>To understand what they have learnt in this unit and be able to share it with others.</p> <p>Anti-Bullying</p> <p>How are falling out and bullying different? (CF)</p> <p>What are the key characteristics of different types of bullying? (RR)</p> <p>How do people use power when they bully others? (RR)</p> <p>How can lack of respect and empathy for others lead to bullying? (RR)</p> <p>What is the difference between direct and indirect forms of bullying? (RR)</p> <p>Do I understand that bullying might affect how people feel for a long time? (MW)</p> <p>What are bystanders and followers and how might they feel? (MW)</p> <p>How can I support people I know are being bullied by being assertive? (RR)</p> <p>How does my school prevent bullying and support people involved? (RR)</p>
Year 3	Spring 1	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Diversity and Communities</p> <p>What have we got in common and how are we different? (RR)</p> <p>How might others' expectations of girls and boys affect people's feelings and choices? (RR)</p> <p>How are our families the same and how are they different? (FP)</p> <p>Do people who live in my locality have different traditions, cultures and beliefs? (RR)</p> <p>How does valuing diversity benefit everyone? (RR)</p> <p>Why are stereotypes unfair and how can I challenge them? (RR)</p> <p>How do people in my locality benefit from being part of different groups? (MW)</p> <p>How does the media work in my community? (MW)</p> <p>How can we care for the local environment and what are the benefits?</p>
Year 3	Spring 2	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Personal Safety</p> <p>How do I recognise my own feelings and communicate them to others? (MW)</p> <p>Can I recognise when my Early Warning Signs are telling me I don't feel safe? (BS)</p> <p>What qualities do trusted adults and trusted friends have? (CF)</p> <p>Who is on my Network of Support and how can I ask them for help? (BS)</p> <p>Which school/classroom rules are about helping people to feel safe? (RR)</p> <p>What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted? (BS)</p> <p>What could I do if I feel worried about a secret? (BS)</p> <p>What could I do if I feel worried about a friendship or family relationship? (BS)</p> <p>How can I keep safe online? (BS)</p>
Year 3	Summer 1	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Managing Change</p> <p>To identify changes that they and other children may experience in their lives.</p> <p>To name emotions that may be involved in loss and change situations, and to describe what helps and hinders when they are experiencing difficult feelings.</p> <p>To be able to describe how someone who experiences bereavement might feel.</p> <p>To develop strategies for coping with feelings associated with loss and change.</p> <p>To know who can help them if they are experiencing difficult emotions, and how to approach them.</p> <p>To understand that some changes are wanted and that they can plan for them.</p> <p>To understand what they have learned and be able to share it with others.</p>
Year 3	Summer	Learning within	Relationships and Sex Education

	2	Cambridge Scheme that happens within our RSE Unit	<p>How are male and female bodies different and what are the different parts called? (BS)</p> <p>When do we talk about our bodies, how they change and who do we talk to? (BS)</p> <p>What can my body do and how is it special?</p> <p>Why is it important to keep myself clean? (HP)</p> <p>How do different illnesses and diseases spread and what can I do to prevent this? (HP)</p>
Year 4	Autumn 1	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Rights and Responsibilities</p> <p>What do we mean by rights and responsibilities?</p> <p>What are my responsibilities at home and at school?</p> <p>What does it mean to be treated and to treat others with respect?</p> <p>Who are those in positions of authority within our school and communities and how can we show respect? (RR)</p> <p>Why do we need rules and conventions at home and at school? (RR)</p> <p>What part can I play in making and changing rules?</p> <p>How do we make democratic decisions in school?</p> <p>What is a representative and how do we elect them?</p>
Year 4	Autumn 2	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>My Emotions</p> <p>How can I communicate my emotions?</p> <p>Why is mental wellbeing as important as physical wellbeing? (MW)</p> <p>How do my actions and feelings affect the way I and others feel? (MW)</p> <p>How do I care for other people's feelings? (MW)</p> <p>Can I recognise some simple ways to manage difficult emotions? (MW)</p> <p>Who can I talk to about the way I feel? (MW)</p> <p>Why is it important to accept and feel proud of who we are? (RR)</p> <p>What does the word "unique" mean and what am I proud of about myself? (RR)</p> <p>What does it mean when someone says I am "over reacting" and how do I show understanding towards myself and others?</p> <p>Can I recognise some simple ways to manage difficult emotions? (MW)</p> <p>How can I disagree without being disagreeable? (RR)</p> <p>Anti-Bullying</p> <p>How are falling out and bullying different? (CF)</p> <p>What are the key characteristics of different types of bullying? (RR)</p> <p>How do people use power when they bully others? (RR)</p> <p>How can lack of respect and empathy for others lead to bullying? (RR)</p> <p>What is the difference between direct and indirect forms of bullying? (RR)</p> <p>Do I understand that bullying might affect how people feel for a long time? (MW)</p> <p>What are bystanders and followers and how might they feel? (MW)</p> <p>How can I support people I know are being bullied by being assertive? (RR)</p> <p>How does my school prevent bullying and support people involved? (RR)</p>
Year 4	Spring 1	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Working Together</p> <p>What am I good at and what are others good at?</p> <p>What new skills would I like or need to develop?</p> <p>How well can I listen to other people? (RR)</p> <p>How do I ask open questions?</p> <p>How can I share my views and opinions effectively? (RR)</p> <p>How can different people contribute to a group task?</p> <p>How can I work well in a group? (CF)</p> <p>How can I persevere and overcome obstacles to my learning? (CF)</p> <p>What is useful evaluation? (CF)</p> <p>How do I give constructive feedback and receive it from others? (RR)</p> <p>Financial Capability</p> <p>To know that there are different ways to gain money, including paid work, and different ways to keep it safe.</p> <p>To know that there is a range of ways to pay for things (some involving debit/credit/borrowing) and they have consequences.</p> <p>To understand that individuals and families may manage their money in different ways according to values, culture, circumstances etc.</p> <p>To understand that choices made can have an impact on individuals, families and beyond.</p> <p>To understand that feelings about money can change and may be uncomfortable and complex.</p> <p>To develop an understanding of issues relating to poverty.</p> <p>To begin to understand why charities exist and how they might help.</p> <p>To be able to make informed choices about how money is spent and keep track of spending.</p> <p>To understand what they have learned in this unit and be able to share it with others.</p>
Year 4	Spring 2	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Managing Risk</p> <p>How do I feel in risky situations and how might my body react? (MW)</p> <p>Can I make decisions in risky situations and might my friends affect these decisions?</p> <p>When might I meet adults I don't know and how can I respond safely? (BS)</p> <p>What are the benefits of using the roads and being near water and how can I reduce the risks? (MW)</p> <p>How is fire risky and how can I reduce the risks?</p> <p>What actions could I take in an emergency or accident and how can I call the emergency services? (HP BFA)</p> <p>How do I keep myself safe during activities and visits? (MW)</p> <p>How can I stop accidents happening at home and when I'm out?</p> <p>Digital Lifestyles – Me and My Online Identity</p> <p>To understand there are things they can do to keep themselves as safe as possible.</p> <p>To know about and be able to describe and review their current online activity.</p> <p>To know how to access help when something they see or hear online makes them feel uncomfortable.</p> <p>To know, explore and understand the SMART rules for keeping safe online.</p> <p>To apply their understanding of the SMART rules to their own online presence.</p> <p>To be able to communicate rules and strategies for keeping safe online to others.</p> <p>To understand what they have learned and be able to share it with others.</p>

Year 4	Summer 1	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Healthy Lifestyles</p> <p>Who is responsible for my lifestyle choices and how are these choices influenced? What is mental wellbeing and how is it affected by my physical health? (MW) What is an active lifestyle and how does it help me to be healthier? (PHF) Who is responsible for my lifestyle choices and how are these choices influenced? What does healthy eating and a balanced diet mean? (HE) How do nutrition and physical activity work together? How can I plan and prepare healthy meals safely? (HE) How can I look after my teeth and why is it important? (HP) How much sleep do I need & what happens if I don't have enough? (HP) Who is responsible for my lifestyle choices and how are these choices influenced?</p>
Year 4	Summer 2	Learning within Cambridge Scheme that happens within our RSE Unit	<p>Relationships and Sex Education</p> <p>What are the main stages of the human life cycle? (NC Science) How did I begin? (Sex Education) What does it mean to be 'grown up'? (CAB) What am I responsible for now and how will this change? (CAB) How do different caring, stable adult relationships create a secure environment for children to grow up? (FP)</p> <p>Drug Education</p> <p>What medical & legal drugs do I know about, and what are their effects? (DAT) Why do some people need medicine and who prescribes it? (DAT) What are immunisations and have I had any? (HP) What are the safety rules for storing medicine and other risky substances? What medical & legal drugs do I know about, and what are their effects? (DAT) Who uses and misuses legal drugs? (DAT) What should I do if I find something risky, like a syringe? (DAT) What do I understand about how friends and the media persuade and influence me? (CF)</p>
Year 5	Autumn 1	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Beginning and Belonging</p> <p>What are my responsibilities for helping others in school feel happy and safe? (RR) How can I take responsibility for building relationships in my school and how does this benefit us all? (CF) How might different people feel when starting something new and how can I help? (MW) How do we help people feel welcome and valued in and out of school? (CF) What helps me to be resilient in a range of new situations? (MW) Are there more ways I can get help now and how do I seek support? (BS)</p>
Year 5	Autumn 2	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Family and Friends</p> <p>To identify who is in their network of people who are special to them and recognise how their relationships have changed and developed. To develop ways of beginning new friendships and maintaining existing ones To recognise and value differences between individuals, and how difference can be a positive aspect of their friendships during times of change. To recognise the diversity of family patterns, and how these can continue to change. To recognise some of the pressures on relationships and to develop strategies to manage them. To identify some of the influences and pressures involved in group relationships, and to develop strategies to manage these. To know how to access support from people in their network and from other people and places. To identify ways in which they already do or could support others. To understand what they have learned in this unit and be able to share it with others.</p> <p>Anti-bullying</p> <p>Can I explain the difference between friendship difficulties and bullying? (CF) Can I define the characteristics and different forms of bullying? (RR) What do all types of bullying have in common? (RR) Might different groups experience bullying in different ways? (MW) How does prejudice sometimes lead people to bully others? (CF) How do people use technology and social media to bully others and how can I help others to prevent and manage this? (ISH) How might bullying affect people's mental wellbeing and behaviour? (MW) How can people's personal circumstances affect their experiences of bullying? (MW) Can I respond assertively to bullying, online and offline? (RR) How and why might peers become colluders or supporters in bullying situations? (RR) Can I identify ways of preventing bullying in school and the wider community? (RR)</p>
Year 5	Spring 1	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Diversity and Communities</p> <p>How do other people's perceptions, views and stereotypes influence my sense of identity? (RR) How do views of gender affect my identity, friendships, behaviour & choices? (RR) What are people's different identities, locally and in the UK? (RR) How can I show respect to those with different lifestyles, beliefs & traditions? (RR) What are the negative effects of stereotyping? (RR) Which wider communities & groups am I part of & how does this benefit me? (MW) What are voluntary organisations and how do they make a difference? (MW) What is the role of the media and how does it influence me and my community? Who cares for the wider environment and what is my contribution?</p>
Year 5	Spring 2	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Personal Safety</p> <p>Can I use my Early Warning Signs to judge how safe I am feeling? (BS) How do I judge who is a trusted adult or trusted friend? (CF) How can I seek help or advice from someone in my Network of Support and when should I review my network? (BS) How can I recognise risks online and report concerns? (BS) How can I seek help or advice from someone from my Network of Support and when should I review my network? (BS) How do I recognise my own feelings and consider how my actions may affect the feelings of others? (MW) Can I identify appropriate & inappropriate or unsafe physical contact? (BS) How do I judge when it is not right to keep a secret and what action could I take? (BS) How could I report concerns of abuse or neglect? (BS)</p>

			How can I recognise risks online and report concerns? (OR) What strategies can I use to assess risk and help me feel safer when I am feeling unsafe?
Year 5	Summer 1	Learning within Cambridge Scheme that happens across our PSHE scheme	Managing Change To be able to identify a range of situations which involve loss and change. To recognise emotions associated with loss and change, and understand how these themselves can change. To be able to identify what might help when experiencing difficult emotions, how to get support and how they could support others. To recognise that a range of changes take place throughout everyone's lifetime and that people manage change in different ways. To reflect on their own experiences of change and how they have affected them. To develop strategies for coping with future changes that they may experience. To understand what they have learned and be able to share it with others.
Year 5	Summer 2	Learning within Cambridge Scheme that happens within our RSE Unit	Relationships & Sex Education What are male and female sexual parts called and what are their functions? (BS) How can I talk about sexual body parts confidently and appropriately? (BS) What happens to different bodies at puberty? (CAB) What might influence my view of my body? How can I keep my growing and changing body clean? (HP) How can I reduce the spread of a wider range of viruses and bacteria? (HP) Body Image To explore why certain characteristics contribute towards people's views of attractiveness. To explore through survey data how some children and young people currently feel about themselves. To explore life priorities and understand how these affect choices about how time and money is spent. To develop understanding of various influences (including that of the media) on people's views of themselves. To investigate the idea of 'fashion' and what makes something 'fashionable', popular or desirable. To compare how people can be represented and viewed differently through a range of media. To understand what is meant by a "positive body image" and to reflect on their perception of themselves. To recognise how they can develop a positive frame of mind and how this affects body image. To identify possible steps that might help them to address their own body image positively. To be aware of the link between changes (physical and emotional) at puberty and how they might view themselves or feel about themselves. To know what is possible and desirable to change about themselves. To understand what they have learned and be able to share it with others.
Year 6	Autumn 1	Learning within Cambridge Scheme that happens across our PSHE scheme	Rights Rules and Responsibilities What are the basic rights of children and adults? How else can I make a difference in school? How does my behaviour online affect others and how can I show respect? (IS/RR) How can I contribute to making and changing rules in school? What are the conventions of courtesy and manners and how do these vary? (RR) Why is it important to keep my personal information private, especially online? (OR) Why do we have laws in our country? How does democracy work in our community and in our country? What do councils, councillors, parliament and MPs do? How do I take part in debate, respectfully listening to other people's views? (RR)
Year 6	Autumn 2	Learning within Cambridge Scheme that happens across our PSHE scheme	My Emotions To be able to communicate effectively a wide range of emotions, including mixed emotions. To recognise emotions in others and consider the response they might give. To recognise their own mood changes and have some strategies to help them cope. To understand they can be overwhelmed by emotions and recognise this in themselves and others. To understand what might cause boredom and have strategies for managing it. To recognise their worries and know how to do something about them. To be able to describe stress, its causes and expression and begin to develop strategies to manage it. To be able to use the 'problem solving process' to help myself and others. To be able to get support when they need it. To know what they might find difficult and have some strategies for staying positive through difficult times. To begin to understand what it means to be assertive and to be able to act assertively in appropriate situations. To understand what they have learned in this unit and be able to share it with others. Anti-bullying Can I explain the difference between friendship difficulties and bullying? (CF) Can I define the characteristics and different forms of bullying? (RR) What do all types of bullying have in common? (RR) Might different groups experience bullying in different ways? (MW) How does prejudice sometimes lead people to bully others? (CF) How do people use technology and social media to bully others and how can I help others to prevent and manage this? (ISH) How might bullying affect people's mental wellbeing and behaviour? (MW) How can people's personal circumstances affect their experiences of bullying? (MW) Can I respond assertively to bullying, online and offline? (RR) How and why might peers become colluders or supporters in bullying situations? (RR) Can I identify ways of preventing bullying in school and the wider community? (RR)
Year 6	Spring 1	Learning within Cambridge Scheme that happens across our PSHE scheme	Working Together What are my strengths and skills and how are they seen by others? What helps me learn new skills effectively? What would I like to improve and how can I achieve this? How could my skills and strengths be used in future employment? What are some of the jobs that people do? How can I be a good listener to other people? (CF) How can I share my views effectively and negotiate with others to reach agreement? (RR)

			<p>How can I persevere and help others to do so? (CF)</p> <p>How can I give, receive and act on sensitive and constructive feedback? (RR)</p> <p>Financial Capability</p> <p>To develop a broader view of what money is, including its history, trade and currencies</p> <p>To know that different jobs require different skills and are paid at different rates.</p> <p>To know what is deducted from earnings and why (begin to understand pensions, insurance, tax etc.), and how money we earn might support the community.</p> <p>To differentiate between essentials and desires (needs and wants) and understand that these may be different for different people and circumstances.</p> <p>To know how you might plan for the immediate and more distant future, including the part debt might play and how and why people save.</p> <p>To begin to understand that our choices about spending affect our local communities and the wider world.</p> <p>To begin to understand that 'poverty' might have different meanings to people in different circumstances.</p> <p>To be able to manage money in a real life situation.</p> <p>To understand what they have learned in this unit and be able to share it with others.</p>
Year 6	Spring 2	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Managing Safety and Risk</p> <p>When might it be good for my mental health for me to take a risk? (MW)</p> <p>What are the possible benefits and consequences of taking physical, emotional and social risks? (MW)</p> <p>When am I responsible for my own safety as I get older and how can I keep others safer? (BS)</p> <p>How can I safely get the attention of a known or unknown adult in an emergency? (BS)</p> <p>What are the benefits of cycling and walking on my own and how can I stay safer?</p> <p>How can being outside support my wellbeing and how do I keep myself safe in the sun? (HP)</p> <p>What are the benefits of using public transport and how can I stay safe near railways?</p> <p>Can I carry out basic first aid in common situations, including head injuries? (BFA)</p> <p>How can I prevent accidents at school and at home, now that I can take more responsibility?</p> <p>Digital Lifestyles – Me and My Online Identity</p> <p>To understand the need to be careful about how they present themselves online.</p> <p>To know the information which should and should not be shared online.</p> <p>To know how to safeguard their online information.</p> <p>To be able to apply their knowledge of which information to share online when creating profiles.</p> <p>To be able to review and improve their online profiles.</p> <p>To develop safe approaches to setting up passwords.</p> <p>To know the difference between information which can be shared and personal information which should be kept private.</p> <p>To be able to evaluate their own profiles to ensure that private information is not shared.</p> <p>To know what to do if they see something online which makes them feel uncomfortable.</p> <p>To understand what they have learned and to be able to share it with others.</p>
Year 6	Summer 1	Learning within Cambridge Scheme that happens across our PSHE scheme	<p>Healthy Lifestyles</p> <p>What are the different aspects of a healthy lifestyle and how could I become healthier? (PHF/HP)</p> <p>What could characterise a balanced or unbalanced diet and what are the associated benefits and risks? (HE)</p> <p>How does physical activity help me & what might be the risks of not engaging in it? (PHF/MW)</p> <p>What are the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health? IS</p> <p>Why are online apps and games age restricted? IS</p> <p>What are the factors influencing me when I'm making lifestyle choices and how might these change over time?</p> <p>What are the different aspects of a healthy lifestyle and how could I become healthier? PHF/HP</p>
Year 6	Summer 2	Learning within Cambridge Scheme that happens within our RSE Unit	<p>Relationships and Sex Education</p> <p>What are different ways babies are conceived and born? (Sex Education)</p> <p>What effect might puberty have on feelings and emotions? (CAB)</p> <p>When can I take responsibility for how others feel?</p> <p>What should adults think about before they have children? (FP)</p> <p>Why might people get married or become civil partners? (FP)</p> <p>What are different families like? (FP)</p> <p>Drug Education</p> <p>What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them? (DAT)</p> <p>How do medicines help people with different illnesses? (DAT)</p> <p>What immunisations have I had or may I have in future and how do they keep me healthy? (HP)</p> <p>What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them? (DAT)</p> <p>How does drug use affect the way a body or brain works? (DAT)</p> <p>What is drug misuse? (DAT)</p> <p>What are some of the laws about drugs? (DAT)</p> <p>How can I assess risk, recognise peer influence and respond assertively? (RR)</p> <p>When and how should I check information about drugs?</p>

Appendix 5 - Statutory Relationships Guidance: end of primary outcomes

By the end of primary school pupils should know:

Families and people who care for me

- 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

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

- 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.
- 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.

- 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

- 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

- 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.