



**COGNITA**

# **Relationships, Sex and Health Education (SRE) Policy**

**September 2024**

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## 1 Introduction and aims

Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homo/bi/trans phobia and sexual violence/harassment. This policy applies to all students, including those in the Early Years.

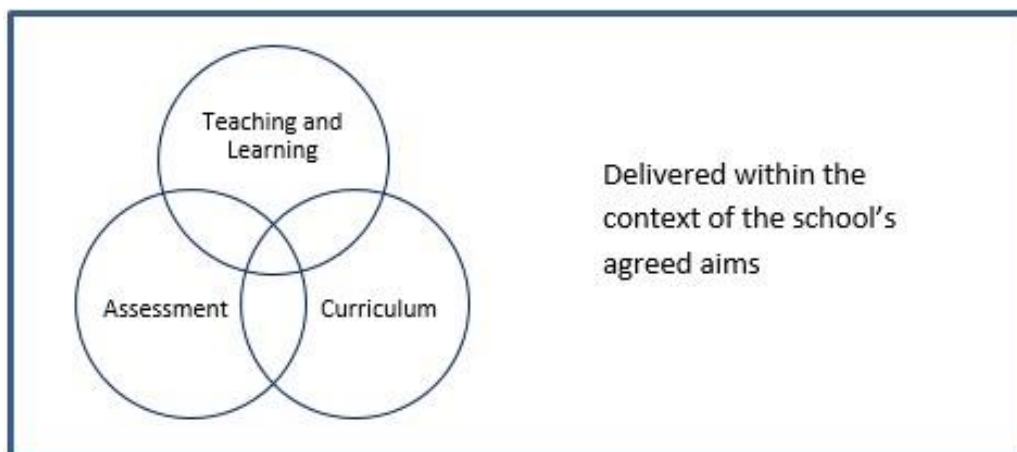
The purpose of this policy is to ensure that our Relationships Education, Relationships and Sex Education (RSE) supports our school ethos and fulfils our school aims, which are defined as:

- Celebrate each child's individual talents and strengths which will enable them to make
  - progress.
- Provide a happy school where children build confidence and enjoy learning.
- Promote kindness, co-operation and respect for all.
- Develop a curiosity in children that encourages them to discover and enjoy our world.
- Keep our pupils as children whilst preparing them for their next step.

1.1 This policy forms part of the curriculum for all year groups. This includes our EYFS children.

1.2 We see the curriculum as, 'The total learning experience for our students, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our students experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.

1.3 A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment (see model below) and is underpinned by Wellbeing.



The aims of RSE at our school are to:

- 1.4 Provide a framework in which sensitive discussions can take place.
- 1.5 Prepare students for puberty, give them an understanding of sexual development and the importance of health and hygiene.
- 1.6 Help students develop feelings of self-respect, confidence and empathy.
- 1.7 Create a positive culture around sexuality and relationships.
- 1.8 Teach students the correct vocabulary to describe themselves and their bodies.
- 1.9 Help students understand that healthy relationships are an important part of wellbeing.
- 1.10 Prevent students from becoming involved in child-on-child abuse, and /or experiencing harm in school/in the community

## 2 Statutory requirements

2.1 Our policy follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards. Aspects of RSE are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.

2.2 As a Preparatory School, we must ensure that every registered student who is provided with primary education at the school is provided with relationships education, in accordance with section 34 of the Children and Social Work Act 2017 and the Independent School Standards

At Oakfields we teach RSE as set out in this policy.

## 3 Policy development

## Relationships and Sex Education (RSE) Policy

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

- Review – The PSHE/RWE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance including regard to the school's obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.
- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations/BSO Standards. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and offer commentary.
- Student consultation – students were consulted with about their RWE lessons during time with their class teachers.
- Ratification – once amendments were made, the policy was published.

### 4 Definition

4.1 RSE is about the emotional, social and cultural development of students, and involves learning about healthy relationships, healthy lifestyles, diversity and personal identity.

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

4.3 RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

### 5 Curriculum

5.1 Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.

5.2 We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students.

5.3 Sex education is not compulsory in primary schools.

5.4 Primary sex education will focus on:

- Preparing all students for the changes that adolescence brings; and
- How a baby is conceived and born.

It will:

- i. consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan.
- ii. not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
- iii. ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.

5.5 For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

### 6 Delivery of RSE

6.1 Our RSE is taught as part of our RWE curriculum. The RWE course is delivered to all students (Year 1 – 6) through discrete RWE lessons taught by the child's class teachers. There is one lesson of taught RWE a week. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, RWE is also embedded within the curriculum.

6.2

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

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

6.3 For more information about our RWE curriculum, see Appendices 1 and 2 and our Curriculum Policy.

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

6.5

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

### 7 Roles and responsibilities

#### Staff & Governance

#### 7.1 RWE Lead Teacher

The person with responsibility for the overview and yearly evaluation of this policy is Miss Brewster. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

### 7.2 **The Headteacher**

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

### 7.3 **The Chair of Governors**

The Chair of Governors will hold the Headteacher to account for the implementation of this policy.

The Chair of Governors will ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND (see below);
- Teaching is sensitive to the needs of all students with protected characteristics under the Equality Act 2010
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

### 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 students; and
- Responding appropriately to students 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.

## 8 **Students**

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

### 8.1 **Students with Special Educational Needs and Disabilities**

Our curriculum is inclusive and our RSE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the school has a well-established systems in place.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, Oakfields is mindful of preparing students for adulthood.

Oakfields is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

### 9 Parents' right to withdraw

9.1 If parents require more information on RSE for primary aged children, this is a useful information source of information for them:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

9.2

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

- Parents have the right to withdraw their children from the [non-statutory] components of sex education within RSE.
- Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.
- Alternative work, with a different class, will be given to students who are withdrawn from sex education.
- 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.

### 10 Training

10.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development programme. This includes resources from the PSHE Association

10.2 The Headteacher can also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### 11 Monitoring arrangements

11.1 The delivery of RSE is monitored by the senior leadership team.

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

## Appendix 1: Curriculum Map

### Relationships and Sex Education Curriculum Map

#### Year 1

#### Autumn 1

#### Families and people who care for me

Learning objective	children learn to...	Suggested activities
Can I identify who loves and cares for me?	To identify the people that love and care for them and what they do to help them feel cared for (PSHE)	<ul style="list-style-type: none"><li>• Who loves me? How do they help me feel cared for?</li><li>• Children draw a picture of someone they feel loves them and write underneath how they help them feel care for.</li><li>• Provide word banks to help the children</li></ul>
Can I say what makes my family special to me?	identify their special people (family), what makes them special	<ul style="list-style-type: none"><li>• Children to bring in photos of their family – can the class play guess who?</li><li>• Create a photo collage of the family members that are important to them.</li><li>• Film children saying why their family is important – email home as a surprise for parents?</li></ul>
Can I say what makes my friends special to me?	identify their special people (friends), what makes them special	<ul style="list-style-type: none"><li>• Wanted poster – create a poster all about their friends describing how special they are. Class to guess who the poster is about.</li></ul>
Can I explain how people care for one another?	how special people should care for one another	<ul style="list-style-type: none"><li>• Provide children with pictures/written scenarios and children match them up with people that will care for them<ul style="list-style-type: none"><li>○ I feel poorly – doctor or mum/nan. How do they care for me when I am sick?</li></ul></li></ul>



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<p>Can I understand that I belong in Oakfields school community?  (over two weeks)</p>	<p>that they belong to different groups and communities such as school</p>	<ul style="list-style-type: none"> <li>• What makes Oakfields special?</li> <li>• Go through our core values and what it means to be an Oakfields child – mini activities for each core values:             <ul style="list-style-type: none"> <li>○ Try our best.</li> <li>○ Be safe in school.</li> <li>○ Adapt to change and see it as a positive.</li> <li>○ Have the opportunity to learn through a range of experiences both inside and outside the classroom.</li> <li>○ Feel part of a community.</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>○ Respect each other, our school and our environment.</li> <li>○ Be happy and healthy</li> </ul>
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### Autumn 2 Relationships

Learning objective	children learn to...	Suggested activities
<p>Can I understand that bodies and feelings can be hurt by words and actions?</p>	<p>Understand that bodies and feelings can be hurt by words and actions and that people can say hurtful things online</p>	<ul style="list-style-type: none"> <li>• On an outline of a body – inside put the feelings that can hurt us and on the outside write all the ways that actions can hurt us.</li> <li>• Explain that although different they can hurt us in equal measures.</li> <li>• Hurtful words are not only said face to face – it can be through a friend, screen shot shared messages, on the phone, text, gaming platforms. Explain that this is just as hurtful as if it were in person.</li> </ul>
<p>Can I understand how we can help those who have been hurt?</p>	<p>Understand that bodies and feelings can be hurt by words and actions and that people can say hurtful things online?</p>	<ul style="list-style-type: none"> <li>• The focus today is on helping children who may have a hurt body or hurt feelings.</li> <li>• Show children a first aid box – plaster, bandages etc. These are all for body hurting. Children to make one for feelings hurting – they can add a cuddle or a smile etc.</li> </ul>


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Can I understand that sometimes people behave differently online?	Understand that sometimes people may behave differently online including by pretending to be someone they are not?	<ul style="list-style-type: none"> <li>• What does online mean? Explain that it isn't just on a computer/laptop. Could be text messaging on a phone, when playing on the playstation etc</li> <li>• If you can't see their face do you know who they are?</li> <li>• Play who am I? Teacher read out statements and they decide if the person is who they say they are or not. A picture of Red riding Hood saying I am 10 years old and enjoy spending time with my Grandma but it is secretly the wolf etc</li> </ul>
Can I recognise that some things are private?	Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private?	<ul style="list-style-type: none"> <li>• Share with the children the NSPCC Pantosaurus cartoon/song. <a href="#">Talk PANTS &amp; Join Pantosaurus - The Underwear Rule   NSPCC</a> Share the lyrics of the song. Discuss the lyrics and their meaning.</li> </ul>
		<ul style="list-style-type: none"> <li>• What does the word respect mean? Respecting Privacy – what does that mean?</li> </ul>
Can I recognise the difference between secrets and surprises?	Recognise the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)?	<ul style="list-style-type: none"> <li>• Give children a scenario (e.g Nanny was baking a cake for mummy's birthday. She said keep it a secret) do we tick keep secret (safe) or tick speak secret (unsafe)</li> </ul>
Topical issue or Class concern	Topical issue or Class concern	<ul style="list-style-type: none"> <li>• Please use this lesson to address any topical issue or concerns that have been raised with your class.</li> </ul>

### Spring 1 Health and Wellbeing

Learning objective	children learn to...	Suggested activities
Can I understand what keeping healthy means?	Understand what keeping healthy means and the different ways to keep healthy?	<ul style="list-style-type: none"> <li>• Go through what is a healthy lifestyle and how can we maintain one.</li> <li>• Using the poem that the children studied in the Spring term 'Ten things in a wizard's pocket' children write their own poem 'Ten things to have a healthy lifestyle'</li> </ul>

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<p>Can I learn about how physical activity helps us to stay healthy?</p>	<p>Learn about how physical activity helps us to stay healthy (including mentally) and ways to be physically active every day?</p>	<ul style="list-style-type: none"> <li>• Why is exercise important for our bodies? How often do you think we should take part in physical activity? What does maintain mean?</li> <li>• Create a class table showing what physical activity the class participates in each week. What is the most popular?</li> <li>• Children then take part in a physical activity – this can be decided by the teacher that the children would be able to do each day as they get older.</li> <li>• How did you feel after taking part in the activity?</li> </ul>
<p>Can I find out about the people who help us to stay?</p>	<p>Find out about the people who help us to stay both physically and mentally healthy?</p>	<ul style="list-style-type: none"> <li>• Children to discuss questions that could be asked of PE/Swimming teachers about how to stay physically healthy. Then questions for Counsellor/Wellbeing mentor about how to stay mentally healthy.</li> <li>• Children to interview the various staff member.</li> </ul>
<p>Can I recall and participate in simple hygiene routines?</p>	<p>Participate in simple hygiene routines that can stop germs from spreading?</p> <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> <li>• Using powder paint, cover the tips of your fingers and demonstrate to the children how simple it is to transfer and spread germs.</li> <li>• Children to provide methods for avoiding the sharing of germs.</li> <li>• Look at and discuss the washing hands posters.</li> <li>• Do all children wash their hands properly after the toilet and when they are dirty?</li> </ul>
<p>Can I recall activities that make us happy?</p>	<p>Simple self-care techniques including the benefits of hobbies and interests?</p>	<ul style="list-style-type: none"> <li>• Children to 'show and tell' their own hobby or interest. For example: Judo – show their belt, demonstrate a move, explain the background etc, the class copy the move.</li> </ul>

### Spring 2 Health and Wellbeing (keeping safe)

## Relationships and Sex Education (RSE) Policy

Learning objective	children learn to...	Suggested activities
Can I learn how to keep safe at home?	How to keep safe at home including around electrical appliances?	<ul style="list-style-type: none"> <li>Give the children pictures of different rooms inside the home. Ask the children to circle any danger that they can see.</li> <li>They then need to explain how they would keep safe from that danger.</li> </ul>
Can I learn what to do if there is an accident and someone is hurt?	What to do if there is an accident and someone is hurt?	<ul style="list-style-type: none"> <li>Provide children with different scenarios e.g., falling over in the playground, tripping in the classroom and bumping their head, falling down the stairs etc.</li> <li>What would they do in this situation?</li> </ul>
Can I recall how to get help in an emergency?	Recall how to get help in an emergency (how to dial 999 and what to say)?	<ul style="list-style-type: none"> <li>Role play – teach the children how to dial the emergency service. What information would they need to share? How is this different to reporting an accident in school?</li> <li>Role play – one person to be the operator, one person to have had the accident and one person to report the accident.</li> </ul>
Can I find out about the people whose job it is to help keep us safe?	Find out about the people whose job it is to help keep us safe?	<ul style="list-style-type: none"> <li>If possible, arrange for a visit the following week of a 999 person. This week they compile questions that they would like to ask this member of the emergency services.</li> </ul>
Can I interview people whose job it is to help keep us safe?	Find out about the people whose job it is to help keep us safe?	<ul style="list-style-type: none"> <li>The children welcome and interview the person that works for the emergency services. Children to write up questions and answers.</li> </ul>
Topical issue or class concern	Topical issue or class concern	<ul style="list-style-type: none"> <li>Please use this lesson to address any topical issue or concerns that have been raised with your class.</li> </ul>

### Summer 1

#### Living in the Wider World

Learning objective	children learn to...	Suggested activities
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## Relationships and Sex Education (RSE) Policy

Can I follow rules to play a game?	What rules are, why they are needed and why different rules are needed for different situations?	<ul style="list-style-type: none"> <li>• Set up three games on each table. Can be simple card game, a board game etc. Go through the rules for two of the games but explain the third game has no rules.</li> <li>• Children rotate around the games playing and following the rules (if the games have them).</li> <li>• At intervals, stop ask the children how it is going? Who is winning etc</li> <li>• Ask the children what made the games different from those that had rules and those that didn't?</li> </ul>
Can I understand different places have different rules?	What rules are, why they are needed and why different rules are needed for different situations?	<ul style="list-style-type: none"> <li>• Provide children with statements, do not dive, wash up after yourself, tidy your bedroom, share. Children to decide who they think would say this rule and why?</li> <li>• What are the rules of the school? Class?</li> <li>• Children to create their own sensible school rules and class rules. How are the two different?</li> <li>• As a class then chose the best school rules and present to Mrs Carroll.</li> </ul>
Can I understand what makes a community?	About the different roles and responsibilities people have in their community?	<ul style="list-style-type: none"> <li>• In the Autumn term, Year 1 learnt about the Oakfields community. Today we will be widening that community.</li> <li>• Ask the children who they think works in the community (Upminster). Create a list.</li> <li>• Take a few people and explain the role they have within the community (police/teacher/bakery)</li> </ul>
		<ul style="list-style-type: none"> <li>• Provide some questions: Whose role is it to look after the park? Whose role is it to keep people safe? Whose role is it to look after nan and grandads? Discuss these.</li> <li>• Chose a role/responsibility and children create a job advert for that role explaining what their job would be and what responsibilities they would have.</li> </ul>
Can I learn about the role of the internet in everyday life?	About the role of the internet in everyday life?	<ul style="list-style-type: none"> <li>• This lesson will need to take place over a 7-day period.</li> <li>• Provide children with a week from a calendar.</li> <li>• Explain that they will be writing in each day when they have used the internet – this needs to be updated daily and in time for their RWE lesson.</li> </ul>

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		<ul style="list-style-type: none"> <li>Children compare what they have used the internet for.</li> <li>Create a class table/tally chart/block graph showing the main uses that their class have used the internet for.</li> </ul>
Topical issue or class concern	Topical issue or class concern	<ul style="list-style-type: none"> <li>Please use this lesson to address any topical issue or concerns that have been raised with your class.</li> </ul>

### Summer 2

#### Living in the Wider World

Learning objective	children learn to...	Suggested activities
Can I understand the difference between needs and wants?	Understand the difference between needs and wants; that sometimes people may not always be able to have things they want	<ul style="list-style-type: none"> <li>Provide children with cards, they need to decide if they are a need or a want. Examples: water, colouring pens, food, Nike trainers, etc</li> <li>Go through where they children put each card – do they agree as a class?</li> <li>How would you describe the difference between a 'want' and 'need'?</li> <li>Show the children different image of children (include those homeless/hungry etc)</li> <li>Will all their needs and wants be the same?</li> <li>Children have two pictures of children but from different background, they write in a list what each need and wants. What are the similarities?</li> </ul>
Can I understand that sometimes we may not be able to have what we want?	Understand the difference between needs and wants; that sometimes people may not always be able to have things they want	<ul style="list-style-type: none"> <li>Recap over last week's lesson. Have you ever asked for something for your Christmas or birthday and not received it? Why do you think this is? Explain that some people do not always have what they want.</li> <li>Look at the non-materialistic aspects of wanting. Rather than wanting a puppy, some people might want people to stop hurting others.</li> <li>As a class, write a poem of things people might want but may not be able to have.</li> </ul>

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Can I recognise that jobs help people to earn money?	Recognise that jobs help people to earn money to pay for things	<ul style="list-style-type: none"> <li>• Display on the board the following question: How do people get money to pay for things? Children to write down their responses and go through. Did any child say from a job?</li> <li>• What does a job help people pay for?</li> <li>• Provide children with lots of different things that money buys – house, flat, bungalow, food, drink, clothes (individual items)</li> <li>• Children then chose the top ten things they would buy with money and put them in order. Can they explain their choices?</li> </ul>
Can I recall different jobs that people do?	Recall different jobs that people they know or people who work in the community do	<ul style="list-style-type: none"> <li>• What jobs do people do in your family? Do any parents have the same job.</li> <li>• Display the alphabet – can children think of a job for each letter of the alphabet?</li> </ul>
Topical issue or class concern	Topical issue or class concern	<ul style="list-style-type: none"> <li>• Please use this lesson to address any topical issue or concerns that have been raised with your class.</li> </ul>

## Year 2

### Autumn 1

### Families and people who care for me

Learning objective	Children learn to...	Suggested activities
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## Relationships and Sex Education (RSE) Policy

Can I recognise the different types of families?	about different types of families including those that may be different to their own (PSHE)	<ul style="list-style-type: none"> <li>• Who do you live with?</li> <li>• Create a class list and then add to it.</li> <li>• Some children live with grandparents, some with just their mummy, some have stepbrothers, some might have two daddies</li> <li>• Talk about the different types of families and how it could be different from them own.</li> <li>• Whilst they are different – what is the same in each family</li> </ul>
Can I identify the similarities and differences between people?	to identify and respect the differences and similarities between people	<ul style="list-style-type: none"> <li>• What does respect mean? (important before the topic begins)</li> <li>• Using a Venn diagram discuss the similarities and differences as a class.</li> <li>• Provide photos of different people from all over the world – using a Venn diagram what are the similarities and difference.</li> </ul>
Can I identify who looks after me?	about people who look after them,	<ul style="list-style-type: none"> <li>• What does looking after me mean?</li> <li>• Provide children with a daily routine – breakfast, put on school uniform, take to school etc. Next to each activity – which adult helps you to complete this task? How do they look after you during the task? Create children a table in their books.</li> </ul>
Can I explain who is in my family network?	their family networks	<ul style="list-style-type: none"> <li>• Children then create a family tree mobile (could use hangers and sting and children draw pictures of their family).</li> <li>• You can use this to talk about COVID – did they get to see all their family members? Who was in their bubbles?</li> </ul>
Can I recognise who I would go to if I was worried?	who to go to if they are worried	<ul style="list-style-type: none"> <li>• Depending on the worry, could determine who you would go to now as a child and then as you get older.</li> <li>• Discuss who they would go to in school, at home of they were worried.</li> <li>• Provide children with agony aunt style letters (that are age appropriate) I have fallen out with my friends, mummy and daddy are arguing and I'm worried they will split, I'm worried about not doing well in school.</li> </ul>



## Relationships and Sex Education (RSE) Policy

		<ul style="list-style-type: none"> <li>Teacher to model response to one and then children write back to the child telling them who to go to.</li> </ul>
Can I understand how I would attract someone's attention if I needed support?	and how to attract their attention	<ul style="list-style-type: none"> <li>How would you get someone's attention if you needed help or were worried? Are there different ways to get attention? Hand up in class, note, scream if someone's on fire?</li> <li>Provide children with different scenarios and how they would attract attention – mainly link to the worried lesson from last week.</li> </ul>

### Autumn 2 Relationships

Learning objective	children learn to...	Suggested activities
Can I recognise what is respectful behaviour?	Recognise that respectful behaviour (online and offline) and how to report bullying; the importance of telling a trusted adult if the behaviour is not respectful	<ul style="list-style-type: none"> <li>What is bullying? What does respectful mean? What is the difference between bullying and cyber bullying?</li> <li>Provide children with information to sort into a venn diagram with the headings bullying and cyberbullying – what are the similarities and differences?</li> <li>What are the different ways to report bullying? Children can write on post it notes and add to the board (if they don't want to share out loud).</li> </ul>
Can I recognise the importance of telling a trusted adult if behaviour is not respectful?	Recognise that respectful behaviour (online and offline) and how to report bullying; the importance of telling a trusted adult if the behaviour is not respectful	<ul style="list-style-type: none"> <li>Recap last week's lesson.</li> <li>Children create a poster (on the computer) explaining why it is important to tell a trusted adult about bullying.</li> </ul>
Can I learn how to respond if physical contact makes me feel uncomfortable or unsafe?	How to respond if physical contact makes me feel uncomfortable or unsafe.	<ul style="list-style-type: none"> <li>Display a made up behaviour log – include physical activity that is acceptable like picking someone up when they fall.</li> <li>Children decide what physical contact that is acceptable and what is unacceptable. Discuss as a class.</li> <li>Then have a chart – physical contact, acceptable/unacceptable</li> </ul>

## Relationships and Sex Education (RSE) Policy

		<ul style="list-style-type: none"> <li>Look at the unacceptable physical contact – how can we respond in these situations.</li> </ul>
Can I recognise who to ask for help and the vocabulary to use?	Recognise what to do if I feel unsafe or worried for myself or others; who to ask for help and the vocabulary to use when asking for help; importance of keeping trying until they are heard.	<ul style="list-style-type: none"> <li>Quick activity: Ask the children to draw a picture of someone that helped them out – teacher, midday, friend and why they asked for help and how they helped them. (Discuss the language used as this is often difficult for teachers to get to the bottom of concerns/issues)</li> <li>When do we need to ask for advice? For themselves? For others? What happens if you are not listened to?</li> <li>Using the above reasons, the children generated for when to ask advice, they need to create a comic strip of how to ask for advice when they or others are struggling.</li> </ul>
Can I understand the difference between positive encouragement and peer pressure?	the basic techniques for resisting pressure to do something I don't want to do and make me feel unsafe	<ul style="list-style-type: none"> <li>Can the children think of a time that they have been asked to do something they do not want to do? Homework, talking during class, leaving a class friend out of a game. Who put pressure on them to do these things? Discuss the difference between positive encouragement and peer pressure.</li> <li>Share a scenario with the class – how would they act to improve the situation/ outcome? If time allows the children can role play the scenario.</li> </ul>
Topical issue or Class concern	Topical issue or Class concern	<ul style="list-style-type: none"> <li>Please use this lesson to address any topical issue or concerns that have been raised with your class.</li> </ul>

### Spring 1 Health and Wellbeing

Learning objective	children learn to...	Suggested activities
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## Relationships and Sex Education (RSE) Policy

Can I find out about foods that support good health?	Find out about foods that support good health	<ul style="list-style-type: none"> <li>• Ask the chef to visit Year 2 and talk about foods that are good for them and why we shouldn't have too much sugar. Children to think about questions to ask him.</li> </ul>
Can I find out about the risks of eating too much sugar including dental care?	Find out about the risks of eating too much sugar including dental care.	<ul style="list-style-type: none"> <li>• Show children images of what happens to your teeth and body if you eat too much sugar.</li> <li>• Provide children with the outline of a body. Children draw ½ of the body that is healthy and the other half of the body if they eat too much sugar.</li> </ul>
	Recognise why sleep is important and different ways to rest and relax?	<ul style="list-style-type: none"> <li>• 6 and 7 year old should have 10 hours and 30 minutes sleep. If they go to bed at 7:30 (asleep by 8) then around a 6:30am wake up, that is enough sleep.</li> <li>• What are bedtime routines? Is it bath, book and bed? Why is watching TV before bed not appropriate.</li> <li>• Children to write a sensible bedtime routine for a Year 2 child.</li> </ul>
	Can I identify different ways to learn and play?	<ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/teach/super movers/pshe-super mood-movers-ways-to-learn-and-play/ztpw6g8">https://www.bbc.co.uk/teach/super movers/pshe-super mood-movers-ways-to-learn-and-play/ztpw6g8</a></li> <li>• Share the transcript and discuss the lyrics to the song.</li> <li>• Look at the list of play and learn activities; choose one or two to do with the children.</li> </ul>
	Can I recognise that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy?	<ul style="list-style-type: none"> <li>• What medicines do the children know? What happens when you visit a doctor (if they have).</li> <li>• What is the job of vaccinations? How do they help people and keep them safe?</li> </ul> <p>Health Scenarios (see saved resources from PSHE association) – Children to match feeling better scenarios to the remedy.</p> <ul style="list-style-type: none"> <li>• Nico has a tummy ache and is feeling sick</li> <li>• Cody has got a cold and a runny nose</li> <li>• Ash feels tired</li> <li>• Casey has a bruise on her leg</li> <li>• Tori has an earache</li> </ul>

## Relationships and Sex Education (RSE) Policy

		<ul style="list-style-type: none"> <li>Riley has a small cut on their finger</li> </ul> <p>Children to write what might help each scenario</p> <ul style="list-style-type: none"> <li>Children to complete the scenario/things that go into the body/ things that go onto the body/ anything else table (see saved resources).</li> </ul>
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### Spring 2

#### Health and Wellbeing (keeping safe)

Learning objective	children learn to...	Suggested activities
Can I recognise risk?	Recognise risk in simple everyday situations and what action to take to minimise harm.	<ul style="list-style-type: none"> <li>Arrange to take a walk around the school including the grounds with either our Health and Safety lead or our site manager.</li> <li>Prepare a risk assessment for the children to complete – they need to agree the actions to minimise risks that they find. These should be discussed with the member of staff.</li> </ul>
Can I recognise what basic first aid procedures are at Oakfields?	Recognise what basic first aid procedures are at Oakfields	<ul style="list-style-type: none"> <li>Provide children with first aid concerns from medical tracker (no names, year groups are to be shared).</li> <li>Children have different scenarios – then write the account of this for the medical tracker 9 print off blank medical tracker forms for them to complete).</li> </ul>
Can I find ways to keep safe in familiar and unfamiliar environments?	Find ways to keep safe in familiar and unfamiliar environments (beach, shopping centre, park, swimming pool, on the street).	<ul style="list-style-type: none"> <li>Share with the children pictures of the different scenarios listed.</li> <li>In groups, children take one of the scenarios and discuss the risks. Role play how they would keep safe – e.g. beach (floating too far out on a lilo, stung by a jellyfish, tide moves you along the beach).</li> </ul>
Can I recognise how to cross the road safely?	Recognise how to cross the road safely.	<ul style="list-style-type: none"> <li>Children to practise crossing the road safely in our school grounds (on the carpark tarmac). Once the teacher feels confident, then begin a walk in the local area. As you reach the road, remind them of the rules. Ensure all children follow the road crossing rules.</li> <li><a href="#">Think! Hedgehog Road Safety - King of the Road 1998 UK TV Advert - Bing video</a></li> </ul>

## Relationships and Sex Education (RSE) Policy

Can I learn the basic rules to keep safe online?	The basic rules to keep safe online, including what it is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them?	<ul style="list-style-type: none"> <li>• Revision lesson following on from online safety. Children are to write a playscript (genre learnt in English during the Autumn term).</li> <li>• The playscript is based on teaching people how to be safe online.</li> </ul>
Topical issue or class concern	Topical issue or class concern	<ul style="list-style-type: none"> <li>• Please use this lesson to address any topical issue or concerns that have been raised with your class.</li> </ul>

### Summer 1 Living in the Wider World

Learning objective	children learn to...	Suggested activities
Can I learn about responsibility and caring for others?	Recognise how people and other living things have different needs; about the responsibility of caring for them.	<ul style="list-style-type: none"> <li>• Explain that today they will learn about vets, mothers with babies and care home.</li> <li>• Go through how new-born parents look after their babies. Discuss the feeding, changing, sleeping etc What the parents need to do to look after the baby that they can't do for themselves.</li> <li>• Children to then look about lambing (spring time) and how vets/farmers/animal mothers look after the new-born lambs.</li> <li>• Children to write all the things that the vet/farmers/mothers do to care for others and the responsibility behind this.</li> <li>• Time permitting – look at caring for the elderly.</li> </ul>
Can I find out about what is affecting our environment?  <i>Maths skills</i>	Find out ways to help look after the environment.	<ul style="list-style-type: none"> <li>• <a href="#">10 things you can do to help save our planet   WWF</a></li> <li>• Provide children with pictogram/tables/tally charts based on information about our planet (can be the number of animals left in the wild/recycling numbers etc)</li> <li>• Children interpret this data to answer question</li> </ul>
Can I find out ways to help look after the environment?	Find out ways to help look after the environment.	<ul style="list-style-type: none"> <li>• Children to create a presentation about how we can help the environment.</li> <li>• They present it to the class.</li> </ul>

## Relationships and Sex Education (RSE) Policy

Can I learn that all information seen online is true?		<ul style="list-style-type: none"> <li>• Provide children with information about the environment (from a book).</li> <li>• Provide children with a table with a question/answer from the book/answer from the internet.</li> <li>• They find the answer on the internet and see if it is the same as the information in the book.</li> <li>• Discuss if all the information on the internet is true.</li> </ul>
Topical issue or class concern	Topical issue or class concern	<ul style="list-style-type: none"> <li>• Please use this lesson to address any topical issue or concerns that have been raised with your class.</li> </ul>

### Summer 1

#### Living in the Wider World

Learning objective	children learn to...	Suggested activities
Can I understand that money comes from different sources?	Understand what money is; forms that money comes in; that money comes from different sources	<ul style="list-style-type: none"> <li>• First, show the children different money from different countries. Can you find Sterling? Euros?</li> <li>• Where do you think money comes from? Go through children's ideas.</li> <li>• <a href="http://valuesmoneyandme.co.uk">Pride Place   Values, Money &amp; Me (valuesmoneyandme.co.uk)</a></li> <li>• Use the above website to look at the street, find the characters and read the stories that are associated to them about money.</li> </ul>
Can I recognise that people make different choices about how to save and spend money?	Recognise that people make different choices about how to save and spend money	<ul style="list-style-type: none"> <li>• What is the difference between saving and spending money? Why do people save money?</li> <li>• Provide children with items (holiday, types of food, clothes, garden furniture, theme park, drink etc)</li> <li>• Children to decide if they would be in the save or spend pile and explain their reason for their choices.</li> </ul>

## Relationships and Sex Education (RSE) Policy

Can I use my maths skills to spend money within a budget?	Recognise that people make different choices about how to save and spend money	<ul style="list-style-type: none"> <li>Recap methods children have used for addition and subtraction.</li> <li>Provide children with a budget - £50 and items with a cost.</li> <li>Children to decide what they would spend their money on. They can't go over the budget money given.</li> </ul>
Can I learn about some of the strengths and interests someone might need for jobs?	Recognise some of the strengths and interests someone might need, to do different jobs	<ul style="list-style-type: none"> <li>Go through which skills are suitable for which jobs. What makes a good policeman? Teacher?</li> <li>Children have thought bubbles – I am really interested in working with animals but I don't like to see them hurt. Which job am I suitable for? Works in a zoo.</li> <li>Children have a list of thought bubbles and a list of jobs. They match them or decide for themselves.</li> </ul>
Topical issue or class concern	Topical issue or class concern	<ul style="list-style-type: none"> <li>Please use this lesson to address any topical issue or concerns that have been raised with your class.</li> </ul>

### Year 3

#### Autumn 1

#### Families and people who care for me

Learning objective	Children learn to...	Suggested activities
Can I understand what love, security and stability is?	love, security and stability	<ul style="list-style-type: none"> <li>What does each of these words mean? (These words are linked to families)</li> <li>Children create art work that depicts each of these words.</li> </ul>

## Relationships and Sex Education (RSE) Policy

Can I understand why families are important?	that families are important for children growing up because they can give love, security and stability	<ul style="list-style-type: none"> <li>• Link back to last week's lesson</li> <li>• What if .. <ul style="list-style-type: none"> <li>○ What if a child grew up in a family that had no love? <ul style="list-style-type: none"> <li>○ What if a family grew up in a family that had no stability (moved all the time, didn't have a home to live in etc)</li> </ul> </li> </ul> </li> <li>• Children to explain – verbally or written- what could happen to these children and how would they feel?</li> </ul>
Can I recognise that all families look different?	that others' families, either in school or in the wider world, sometimes look different from their family	<ul style="list-style-type: none"> <li>• Is looking different a negative thing? What if we all looked the same?</li> <li>• Provide children with magazines etc with lots of different people in them. Children have statements – I look the same as my dad but my mum had different colour hair.</li> </ul>
		Children to cut out the pictures and make families for each statement. (These need to be bought before the lesson not brought in from children's homes).
Can I recognise that all families deserve respect?	that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences	<ul style="list-style-type: none"> <li>• Why is it important to respect families across the world and at home regardless of the way they look?</li> <li>• Children to create short speeches to share with the class on the above question.</li> </ul>
Can I understand that families are characterised by love and care?	know that other children's families are also characterised by love and care	<ul style="list-style-type: none"> <li>• Children to create a poster showing how families love and care for each other.</li> </ul>

### Autumn 2 Relationships

Learning objective	children learn to...	Suggested activities
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## Relationships and Sex Education (RSE) Policy

<p>Can I learn about strategies for recognising risk online?</p>	<p>About strategies for recognising risk, harmful content and contact online; and how to report concerns.</p>	<ul style="list-style-type: none"> <li>• Go through what might make them feel uncomfortable online including: bad language, someone asking to meet you, offering of gifts (virtual or real), violence, bullying, pretending to be someone you know but they are not them.</li> <li>• When would you tell an adult? Which adult would they talk to? Parent/Teacher/ Safeguarding team. Remind the children of our Safeguarding Team members.</li> </ul>
<p>Can I recognise that personal behaviour can affect other people?</p>	<p>recognise that personal behaviour can affect other people and be able to recognise and model respectful behaviour online</p>	<ul style="list-style-type: none"> <li>• What does respectful behaviour look like online, in a classroom, walking around the corridor, at home and in the local high street.</li> <li>• Provide children with images of these and write underneath what respectful behaviour looks like.</li> </ul>
<p>Can I respond safely and appropriately to adults they may encounter whom they do not know?</p>	<p>respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p>	<ul style="list-style-type: none"> <li>• Provide children with a list of people: new teacher, boss, police officer, lawyer, nurse etc and a list of encounters: at the park, at a new school, at a friend's house, online lesson</li> </ul>
		<ul style="list-style-type: none"> <li>• Children to be given a scenario and a person and create a role play showing how you would interact with these adults in the contexts provided</li> </ul>
<p>Can I recognise when to keep something confidential or secret or when to break a confidence?</p>	<p>Recognise when to keep something confidential or secret, when this should or should not be agreed to and when it is right to break a confidence or share a secret.</p>	<ul style="list-style-type: none"> <li>• Have some secrets in a diary that says confidential keep out. Ask each table/group to open the diary and read the secrets. Those that they think should remain a secret keep in the diary, those that think an adult needs to know, gently rip out and place in the middle of the table/group.</li> <li>• Discuss which 'secrets' remained in the diary – did each table agree? Then which secrets should be broken and an adult needs to know.</li> <li>• Explain that some secrets need to be broken to help someone. With the secrets that need to be broken – discuss why and who they would tell in that situation.</li> </ul>


## Relationships and Sex Education (RSE) Policy

<p>Can I recognise what it means to know someone online and how this differs from knowing someone face to face?</p>	<p>Recognise what it means to know someone online and how this differs from knowing someone face to face; risks of communicating online with others not known face to face.</p>	<ul style="list-style-type: none"> <li>• Teacher to share three truths and a lie – can the children tell what is a truth and what is a lie e.g.</li> <li>1 My birthday is ...</li> <li>2 I went to ..... primary school</li> <li>3. I am a teacher at Oakfields</li> <li>4. I have a pet dog</li> <li>• Which is the truth and which is the lie – no one can be sure.</li> <li>• Do you have any friends online? How do you know it is really them? Can you be sure?</li> <li>• What are the risks of not knowing who you are talking to online? Everyone writes a risk on a post it note. Order them according to highest risk factor. Record in their books.</li> </ul>
<p>Topical issue or Class concern</p>	<p>Topical issue or Class concern</p>	<ul style="list-style-type: none"> <li>• Please use this lesson to address any topical issue or concerns that have been raised with your class.</li> </ul>

### Spring 1 Health and Wellbeing

Learning objective	children learn to...	Suggested activities
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## Relationships and Sex Education (RSE) Policy

<p>Can I recognise what constitutes a healthy diet?</p>	<p>Recognise what constitutes a healthy diet (including calories and nutritional content).</p>	<ul style="list-style-type: none"> <li>• Discuss and teach the children what constitutes a healthy diet. Explain that the amount of energy in food is measured in calories. Tell children that there is a recommended daily calorie amount.</li> <li>• Show the children various meals/foods – can the children guess the calorie content.</li> <li>• Activity – look at food labels, predict the order of calorie content from smallest to largest, are they correct?</li> <li>• Can they choose better food alternatives? E.g., What could be better than sugar puffs for breakfast?</li> </ul>
<p>Can I understand how regular exercise benefits mental and physical health?</p>	<p>understand how regular exercise benefits mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> 	<ul style="list-style-type: none"> <li>• Teacher to share the UK Chief Medical Officers Physical activity guidelines. Discuss the advice.</li> <li>• Share the info graphic – children then create their own 1 page ' My Physical activity in a week' based on this graphic.</li> </ul>
<p>Can I research the benefits of sun exposure and the risks of over exposure?</p>	<p>Research the benefits of sun exposure and the risks of over exposure; how to keep safe from sun damage and sun.</p>	<ul style="list-style-type: none"> <li>• Provide children with UV indexes – 1-2/3-5/6-7/8-10/11+ (lots of graphics available on the internet)</li> <li>• What do these UV indexes tell us? We are now in winter however Australia is currently enjoying their summer. Use your devices to research weather forecasts for – Perth, Darwin, Sydney, and Melbourne. Look at the UV for each</li> </ul>
		<p>city – what would your recommendations be to people that live there e.g., where sunglasses, 30+ sun protection, avoid midday sun, hat etc.</p>

## Relationships and Sex Education (RSE) Policy

Can I explain the benefits of the internet?	Explain the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.	<ul style="list-style-type: none"> <li>• <a href="#">Screen time tips for 7-11 yrs. - KS2   Resources- Internet Matters</a></li> <li>• Class discussion – in this last week write down all the time you have spent on a phone, a device, Play station, Xbox, TV etc.</li> <li>• Linked to Statistics in Mathematics – Children to create a pictogram showing their weekly screen time in hours. Analyse their own results. Do they need to make improvements? If so what would these be?</li> </ul>
Can I recognise how and when to seek support?	Recognise how and when to seek support including which adults to speak to in school if they are worried about their health.	<ul style="list-style-type: none"> <li>• Scenarios (some examples below) - Should they be worried? Is it a health issue? <ul style="list-style-type: none"> <li>○ Lauren falls over twists her ankle.</li> <li>○ Katrina is starting to have chest pains when taking part in PE.</li> <li>○ Jai feels like he never does anything right. When he gets home, he cries himself to sleep.</li> </ul> </li> <li>• The scenarios that the class agree we should be worried about. Who and how would you seek support?</li> </ul>

### Spring 2

#### Health and Wellbeing (keeping safe)

Learning objective	children learn to...	Suggested activities
Can I respond and react in an emergency situation?	Respond and react in an emergency situation, identify situations that may require the emergency services; know how to contact them and what to say.	<ul style="list-style-type: none"> <li>• Quick fire – children have pictures/scenarios. They decide which of the three 999 services the situation requires or if doesn't require a phone call to 999 and then go through.</li> <li>• If there is an accident in their home, do they all know their exact address and post code/phone number, name and age of parents etc. Go through basic requirements.</li> <li>• Provide children with a three-way Venn diagram. Children to complete the diagram with when they would need to</li> </ul>
		contact those services. Time permitting: Chose one and write a transcript for the 999 phone call.

## Relationships and Sex Education (RSE) Policy

Can I understand what is meant by first aid?	Understand what is meant by first aid; recall basic techniques for dealing with common injuries.	<ul style="list-style-type: none"> <li>Show children our green first aid box. Look at the contents – when would you use these? <a href="http://sia.org.uk">First aid advice   St John Ambulance (sia.org.uk)</a></li> <li>Children look at the advice from St John Ambulance. Teachers split children into groups to look at one area of basic first aid. They create a presentation to teach the rest of the class how to deal with a common injury.</li> </ul>
Can I learn about hazards that may cause harm, injury or risk in the home?	About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risk and keep safe.	<ul style="list-style-type: none"> <li>Provide children with interior home photos of different rooms – kitchen, living room, bedroom. Children identify the fire risks from fireplaces to charging mobile phones by the bed to electrical items like fridges etc. Have they found all the fire hazards?</li> <li>They then provide some feedback to the owners of the house about how to stay safe from fire hazards.</li> </ul>
Can I identify strategies for keeping safe in the local environment or unfamiliar places?	Identify strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety, safe use of digital devices when out and about	<ul style="list-style-type: none"> <li>If possible teach this at the same time so that the groups are slighter bigger.</li> <li>Split the class into 5 groups: rail, water, road, firework safety and digital devices (when out).</li> <li>Children need to find out about their specific environment and as a group need to decide the top 5 strategies for keeping safe online.</li> <li>In the second lesson, children to create a flip grid/digital presentation that can be shared with all of KS2 in a class assembly. The other class watch and provide feedback.</li> </ul>
Topical issue or class concern	Topical issue or class concern	<ul style="list-style-type: none"> <li>Please use this lesson to address any topical issue or concerns that have been raised with your class.</li> </ul>

### Summer 1

#### Living in the Wider World

Learning objective	children learn to...	Suggested activities
Can I understand what is meant by compassion?	Recognise the importance of having compassion towards others; shared responsibilities we all have for caring	<ul style="list-style-type: none"> <li><a href="#">KS2 Compassionate Class   RSPCA Education</a></li> <li>They do not need to go for the award</li> <li>Chose a discover activity to take part in</li> </ul>

## Relationships and Sex Education (RSE) Policy

	for other people and living things; how to show care and concern for others.	<ul style="list-style-type: none"> <li>• What does this teach us about compassion?</li> </ul>
Can I find out about the different groups that make up the Upminster community?	Find out about the different groups that make up the community; what living in a community means.	<ul style="list-style-type: none"> <li>• Learn about all the community groups in Upminster from dance schools to yoga to churches to mother and toddler groups to schools.</li> <li>• Provide children with the data or they can research for themselves.</li> <li>• They present the information using bar charts.</li> </ul>
Can I value the different contributions that people make?	Value the different contributions that people and groups make to the community.	<ul style="list-style-type: none"> <li>• Options: <ul style="list-style-type: none"> <li>○ A: Head to the care home. Contact them prior to the visit. Read them stories, make them cards etc</li> <li>○ B: Ask a local person supporting the community to visit the school. Children interview them about the difference they make to the community.</li> </ul> </li> </ul>
Can I recognise the benefits of outdoor physical activity on wellbeing?	Recall the benefits of physical exercise, time outdoors.	<ul style="list-style-type: none"> <li>• Why is physical exercise and the outdoors good for mental health? Gather children's responses and go through. Teacher to explain why it is important.</li> <li>• On sugar paper write: Light exercise, moderate exercise, vigorous exercise. Children have three post it notes and write one type of activity for each.</li> <li>• Go through them and write on the sugar paper (once agreed and duplicates have gone)</li> <li>• Then for the remainder of the lesson, using your three adults, split the class into light, moderate and vigorous exercise. Teachers to choose one physical activity from their sugar paper.</li> <li>• Children to then choose light, moderate or vigorous activity to do for the rest of the lesson.</li> <li>• Make sure there is an example that is doable in school (for example we would not be able to ice skate).</li> </ul>
Can I use self-care techniques to help my own wellbeing?	Recall the benefits of mental wellbeing and happiness.	<ul style="list-style-type: none"> <li>• <b>Ask children before this lesson to write down some of their hobbies and interests.</b></li> </ul>

## Relationships and Sex Education (RSE) Policy

		<ul style="list-style-type: none"> <li>• Look at why rest, spending time with family and friends, and on your hobbies and interests helps them.</li> </ul>
		<ul style="list-style-type: none"> <li>• What interests do you have that makes you happy? Who enjoys spending time with their family? Etc</li> <li>• Pick 3 or 4 hobbies/interests that the children said they enjoy and have this set up. Using the adults and both inside and outside the classroom (e.g playing football may have been a popular hobby) ensure there is a range of interests.</li> <li>• Children to choose one of the activities and take part in this interest for the lesson – how did it make you feel and why?</li> </ul>

## Summer 2

### Living in the Wider World

Learning objective	children learn to...	Suggested activities
Can I learn the different ways to pay for things and the choices people have about this?	Recognise the different ways to pay for things and the choices people have about this.	<ul style="list-style-type: none"> <li>• Look at the different ways to pay for items from cash, cards, apple pay, costa cards for coffee, store cards etc</li> <li>• What are the benefits or negatives from this?</li> <li>• Why do you think less people have money on them now compared to 10 years ago?</li> <li>• Debate: Should cards have a £100 contactless limit?</li> </ul>

## Relationships and Sex Education (RSE) Policy

<p>Can I recognise that people make spending decisions based on priorities, needs and wants?</p>	<p>Recognise that people make spending decisions based on priorities, needs and wants</p>	<ul style="list-style-type: none"> <li>• What is the difference between priorities, needs and wants when it comes to money?</li> <li>• Just say you are hungry (priority) would you spend the £10 on food that will mean you can have breakfast, lunch and dinner or would you spend it on McDonalds?</li> <li>• Talk about the cost of living going up and what this means.</li> </ul>
		<ul style="list-style-type: none"> <li>• Provide children with different priority scenarios. They decide what would be a need and what would be a want.</li> </ul>
<p>Can I be positive about myself, my achievements and set goals?</p>	<p>Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	<ul style="list-style-type: none"> <li>• Children to draw a self-portrait of themselves in the middle of the page.</li> <li>• To the left of the portrait, they write 5 positive things about themselves, to the right 5 things they have achieved.</li> <li>• Underneath they write what they want to achieve in Year 4 or in life and then how they think they can achieve this goal.</li> </ul>
<p>Can I acknowledge that there is a broad range of different jobs and careers?</p>	<p>Acknowledge that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p>	<ul style="list-style-type: none"> <li>• Display the title helping other. What jobs could fit under this? Children have a time limit to list as many as they can think of. Go through.</li> <li>• Teachers have always been teachers and have done no other job? What do they think? Prior to this lesson, ask the teachers in school what other jobs they have done. Share with the children.</li> <li>• Explain the difference between jobs and careers.</li> <li>• What field of work do the children want when they are older. Can the class suggest jobs they can do under that field?</li> </ul>
<p>Topical issue or class concern</p>	<p>Topical issue or class concern</p>	<ul style="list-style-type: none"> <li>• Please use this lesson to address any topical issue or concerns that have been raised with your class.</li> </ul>



Year 4

Autumn 1

Families and people who care for me

Learning objective	Children learn to...	Suggested activities
Can I understand how families stick together through difficult times?	the characteristics of healthy family life: commitment to each other, including in times of difficulty	<ul style="list-style-type: none"> <li>• What is commitment?</li> <li>• How do families support each other in difficult times – moving house, new jobs, children leaving home, death. (be sensitive to any children in the class)</li> <li>• Children to think of an action, emotion to support to put together to help show how families support. E.g To support each other we hug to make them feel cherished.</li> </ul>
Can I understand how families protect and care for each other?  <i>Continued from last week but focus is different.</i>	the characteristics of healthy family life: protection and care for children and other family members,	<ul style="list-style-type: none"> <li>• What does it mean to look out for each other? Protection? Care?</li> <li>• Create a first aid box containing care for families. What would you include that would provide care and protection for your family?</li> </ul>
Can I recognise the importance of family time?	the characteristics of healthy family life: the importance of spending time together and sharing each other's lives	<ul style="list-style-type: none"> <li>• Children create a photo album (can draw rather than have photos). Photo are snapshots of events – children pick their favourite memories of their family and create a photo album showing these events/memories.</li> </ul>

## Relationships and Sex Education (RSE) Policy

Can I understand different types of families?	that stable, caring relationships, which may be of different types, are at the heart of happy families,	<ul style="list-style-type: none"> <li>• What are different types of families?</li> <li>• What does stable mean to you?</li> <li>• What is fostering? Adoption? How do these provide stable caring homes for children who need it?</li> <li>• Children create a persuasive appeal to encourage fostering.</li> </ul> <p>(Were taught persuasive leaflets in summer term)</p>
Can I understand that stable, caring families are important?	that stable, caring relationships, which may be of different types, are important for children's security as they grow up	<ul style="list-style-type: none"> <li>• Provide children with outlines of bricks – some that contain words, some are blank, some have places for children to write or draw.</li> <li>• They use these bricks to build a home based on their family.</li> <li>• Without the bricks the house – family – would fall.</li> </ul>
		<ul style="list-style-type: none"> <li>• Children to decide what words and pictures go on the empty bricks.</li> </ul>

### Autumn 2 Relationships

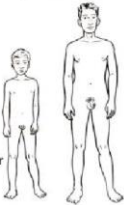
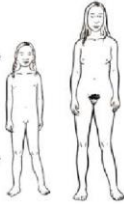
Learning objective	children learn to...	Suggested activities
	Can I recognise the impact of bullying, including online and offline, and the consequences of hurtful behaviour?	<ul style="list-style-type: none"> <li>• Around the room display the following: teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others.</li> <li>• Children write examples of this in one colour, in another colour they write how someone might feel if this happened to them, in another colour they impact of this on them.</li> <li>• Go through all the responses that the children wrote.</li> </ul>
	Can I identify strategies to respond to hurtful behaviour experienced or witnessed offline and online how to report concerns and get support?	<ul style="list-style-type: none"> <li>• This follows on from last week's lesson. Take each one and look at the strategies they would use to respond to the types of bullying and who they would tell.</li> <li>• Display this in a table format in their books.</li> </ul>


	<p>Can I report concerns and get support?</p>	<ul style="list-style-type: none"> <li>• Think about the past week – what have you needed help with? How have you asked? If you couldn't ask, who could you see to ask for advice.</li> <li>• Then explain someone write into magazine asking for advice.</li> <li>• Show children an Agony aunt magazine article style problems – could be asking for help linked to school work, friendship issues etc. Model how to respond to agony aunt ask for help. The responses tell the child how to ask for the help – providing advice.</li> <li>• Provide children with different agony aunt letters of help. Children respond proving advice.</li> </ul>
	<p>Can I understand privacy and personal boundaries; what is appropriate in</p>	<ul style="list-style-type: none"> <li>• What is meant by boundaries in friendships?</li> </ul>
	<p>friendships and wider relationships (including online)?</p>	<ul style="list-style-type: none"> <li>• What does appropriate boundaries mean? IS it okay to hug your friends, punch them on the arm as a joke? Banter with them about something personal? Discuss.</li> <li>• Provide children with a bullseye. In the middle is them – they can draw themselves. Provide children with some statements regarding friendships like above. Write each statement into the rings around the bullseye. The ones closet are things that are allowed in their boundaries and then further out you go things that are not allowed.</li> <li>• Children may wish to write their own.</li> </ul>
	<p>Can I recognise pressure from others to do something unsafe or that makes me feel uncomfortable and strategies for managing this?</p>	<ul style="list-style-type: none"> <li>• Avoiding peer pressure when online – share with the children the following scenario. They are on a social media platform chatting with their friends. One of the friends texts them and tells them it would be funny to join the friend's group and pretend to be someone else. They want them to try and frighten them. You don't want to do it, but you don't want to say no to your friend. What should you do?</li> </ul>

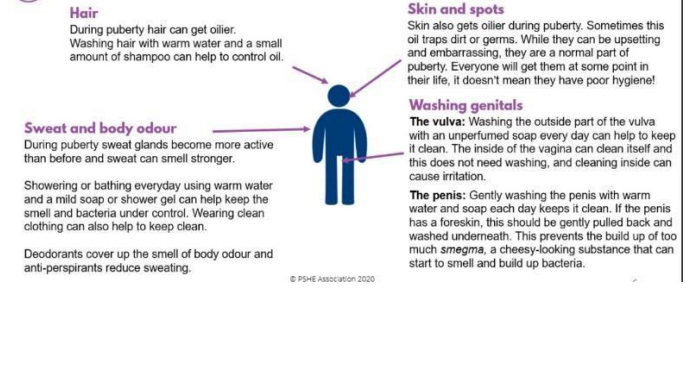
## Relationships and Sex Education (RSE) Policy

		<ul style="list-style-type: none"> <li>Explain that this is a real scenario that happened in school. This type of scenario happens all the time in society – can they list other scenarios where this type of peer pressure may happen? <ul style="list-style-type: none"> <li>With a given scenario write about the strategies you would use to avoid peer pressure that makes you feel unsafe or uncomfortable.</li> </ul> </li> </ul>
	Topical issue or Class concern	<ul style="list-style-type: none"> <li>Please use this lesson to address any topical issue or concerns that have been raised with your class.</li> </ul>

### Spring 1 Health and Wellbeing

Learning objective	children learn to...	Suggested activities
	Can I understand the physical changes that happen to boys and girls when approaching and during	<ul style="list-style-type: none"> <li>Children to predict what they think the changes are to boys and girls during puberty. These can</li> </ul>
	<p>puberty (including menstruation, key facts about the menstrual cycle, menstrual well-being, erections)?</p> <div data-bbox="696 1066 1265 1362" data-label="Complex-Block"> <p><b>The changing body</b> With a parent or someone at home, talk about what changes the body might go through as a person gets older.</p> <p><b>Males:</b></p> <ul style="list-style-type: none"> <li>Muscle increases</li> <li>Penis and testicles grow</li> <li>Grow pubic hair</li> <li>Grow taller</li> <li>Get spots and sweat more</li> <li>Get oilier skin and hair</li> <li>Get a deeper voice</li> </ul>  <p><b>Females:</b></p> <ul style="list-style-type: none"> <li>Grow breasts</li> <li>Hips and waist change shape</li> <li>Grow pubic hair</li> <li>Grow taller</li> <li>Get spots and sweat more</li> <li>Get oilier skin and hair</li> <li>Get a deeper voice</li> </ul>  </div>	<p>be drawn/annotated on the given body outlines or discussed only.</p> <ul style="list-style-type: none"> <li>Go through the changes to boys and then girls. Discuss the changes – no need to go into detail about periods as this is next weeks lesson.</li> <li>Time permitting look at data analysis of the ages when girls and boys go through puberty. What do they notice?</li> </ul>

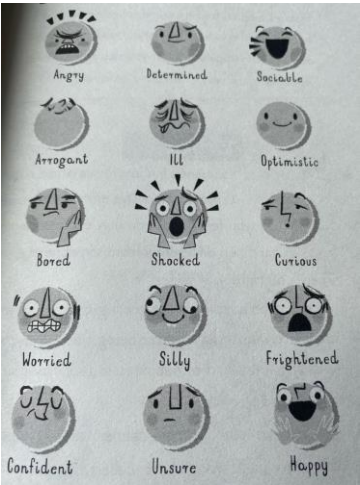
	<p>Can I understand the physical changes that happen to girls during puberty?</p>  <p><b>Clara could use a pad.</b> These come in different shapes and sizes and are worn outside the body. Some are reusable and can be washed. Others are disposable.</p> <p><b>Clara could use a period pants.</b> These are absorbent and are worn like normal underwear. They can be washed and reused.</p> <p><b>Clara could use a tampon.</b> These come in different shapes and sizes. Sometimes they have applicators, and they are worn inside the vagina. They need to be removed and disposed of regularly.</p> <p><b>Clara could use a menstrual cup.</b> These are worn inside the vagina to catch blood and can be emptied and reused.</p>	<ul style="list-style-type: none"> <li>• Using post it notes children to answer – what is a period, how old are you when it starts, how often does it happen?</li> <li>• Show the ppt graphics</li> <li>• Discuss what is used during periods – cup, towels, tampons, period knickers.</li> </ul>
	<p>Can I understand the emotional changes that happen to boys and girls when approaching and during puberty?</p>	<ul style="list-style-type: none"> <li>• Agony Aunt style letter is shared with the children. The children will write a response to the letter. Prior to this – share and discuss the emotional changes that are experienced.             <ul style="list-style-type: none"> <li>• Over-sensitive</li> <li>• Feeling uncertain</li> <li>• Peer pressure</li> <li>• Mood swings</li> <li>• Feeling self-conscious</li> </ul> </li> </ul>
	<p>Can I learn how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene?</p>	<ul style="list-style-type: none"> <li>• Provide children with hygiene activities e.g.             <ul style="list-style-type: none"> <li>○ Clean underwear inc. socks</li> <li>○ Washing everyday</li> </ul> </li> </ul>

	 <p><b>Hair</b> During puberty hair can get oilier. Washing hair with warm water and a small amount of shampoo can help to control oil.</p> <p><b>Skin and spots</b> Skin also gets oilier during puberty. Sometimes this oil traps dirt or germs. While they can be upsetting and embarrassing, they are a normal part of puberty. Everyone will get them at some point in their life, it doesn't mean they have poor hygiene!</p> <p><b>Washing genitals</b> <b>The vulva:</b> Washing the outside part of the vulva with an unperfumed soap every day can help to keep it clean. The inside of the vagina can clean itself and this does not need washing, and cleaning inside can cause irritation. <b>The penis:</b> Gently washing the penis with warm water and soap each day keeps it clean. If the penis has a foreskin, this should be gently pulled back and washed underneath. This prevents the build up of too much <i>smegma</i>, a cheesy-looking substance that can start to smell and build up bacteria.</p> <p><b>Sweet and body odour</b> During puberty sweat glands become more active than before and sweat can smell stronger. Showering or bathing everyday using warm water and a mild soap or shower gel can help keep the smell and bacteria under control. Wearing clean clothing can also help to keep clean. Deodorants cover up the smell of body odour and anti-perspirants reduce sweating.</p> <p>© PSHE Association 2020</p>	<ul style="list-style-type: none"> <li>○ Cleaning teeth/gums</li> <li>○ Wearing clean clothes</li> <li>○ Deodorant</li> </ul> <ul style="list-style-type: none"> <li>• How often should these be done? Go through the answers and discuss.</li> </ul>
	<p>Can I know where to get accurate information, help and advice about growing up and changing especially about puberty?</p>	<ul style="list-style-type: none"> <li>• This is an opportunity to discuss where to get good advice. Explain that not everything you read online is necessarily good advice – check your sources.</li> <li>• Talk to a trusted adult – teacher, parent etc.</li> <li>• Child Line</li> <li>• Family Doctor</li> </ul>

**Spring 2  
Health and Wellbeing (keeping safe)**

Learning objective	children learn to...	Suggested activities
	<p>Can I learn the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others?</p>	<p>This is a recap from online learning as part of the computing curriculum in Spring 2.</p> <ul style="list-style-type: none"> <li>• Children to create a child friendly digital poster that can be shared with Year 3 for when they receive their new devices based on the objective. The digital poster will be completed next week so will need to leave space on their A4 page</li> </ul>

## Relationships and Sex Education (RSE) Policy

	<p>Can I learn what to do if I frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact?</p>	<ul style="list-style-type: none"> <li>Recap over last week's lesson where they started their digital poster. Today they will add the final part to the poster. They need to ensure that they cover the objectives today about knowing how to reports concerns and inappropriate contact/content.</li> </ul>
	<p>Can I judge whether what I am feeling and how I am behaving is appropriate and proportionate?</p> 	<p>Go through the different types of emotions. Can use the pictures . Pick a few emotions - how I am behaving if this is how I am feeling. What could cause the situation for me to feel this way? Then talk about behaviour and feelings being proportionate. If you get a spelling incorrect, is it proportionate to burst into tears and refuse to do any more work? If you don't get a pink highlight, should you be angry and then be unking to those that got pink.</p> <ul style="list-style-type: none"> <li>Teacher to provide examples from Year 4, without mentioning names, and discussing if the reactions/behaviours were appropriate and proportionate?</li> </ul>

## Relationships and Sex Education (RSE) Policy

	Can I recognise that I may experience conflicting emotions?	<p>On the board display the following: Starting a new school. All children at some point will start a new school.</p> <p>Using the feelings from last week how might you feel about this? Add the words – try and group them together.</p> <p>Is it possible to have two conflicting emotions at the same time about the same thing? If we do feel different emotions, how can we overcome these emotions?</p> <p>Children work in pairs and have another scenario. They interview each other about how they would feel and how they can overcome any feelings that they might find difficult.</p> <ul style="list-style-type: none"> <li>• Come back as a class and support those who needed more guidance in how to overcome emotions and feelings.</li> </ul>
	Can I write a poem linked to emotions?	<p>Children to write their own poem based on feelings. It can be personal or more general.</p> <p>This can be a Tanka (recap form the Autumn term) or an Alphabet poem (Spring term)</p> <ul style="list-style-type: none"> <li>• Model one as a class and then children write their own.</li> </ul>
Topical issue or class concern	Topical issue or class concern	<ul style="list-style-type: none"> <li>• Please use this lesson to address any topical issue or concerns that have been raised with your class.</li> </ul>

### Summer 1

#### Living in the Wider World

Learning objective	children learn to...	Suggested activities
Can I list how every day choices can affect the environment?	Carrying out shared responsibilities for protecting the environment at home; how every day choices can affect the environment e.g., reducing, reusing, recycling, food choices	<ul style="list-style-type: none"> <li>• Introduce the words reuse, recycle and reduce. Quick activity, can they think of a way as a family they so something for each of the words.</li> <li>• <a href="#">How to recycle   Recycle Now</a></li> <li>• Children to split their page in three and using the above website (and own ideas) wrote in one colour what they are doing at home and in another colour think of ways they can at home reduce, reuse and recycle that they are not doing at the moment.</li> </ul>



## Relationships and Sex Education (RSE) Policy

<p>Can I list ways of carrying out shared responsibilities for protecting the environment in school?</p> <p><i>May need more than one week</i></p>	<p>Carrying out shared responsibilities for protecting the environment in school; how every day choices can affect the environment e.g., reducing, reusing, recycling, food choices</p>	<ul style="list-style-type: none"> <li>Recap last week as this week the focus is on what more we can do at school.</li> <li>As a class children put together an assembly to share with KS2 regarding how we can recycle, reuse and reduce at school.</li> <li>To be share with KS2 during assembly time.</li> </ul>
<p>Can I learn about stereotypes?</p>	<p>About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p>	<ul style="list-style-type: none"> <li>Ask children to draw a picture on their whiteboards of a professor, a farmer, a bully, a footballer – what have they drawn? Stereotypes?</li> <li>Go through how deciding something about a person before you even know them as an individual, can be fuelled by stereotypes.</li> <li>Ask children what gender do they think of for cleaning, cooking, fixing cars etc – are there gender stereotypes here?</li> </ul> <p><b>Left- or right- Eye colour - illustrates we don't handed Hair colour always have negative prejudices</b></p> <p>Left-handed – Blond – you wish children Blue – you can speak 10 different you are really were never allowed to talk at languages forgetful school Green – you are a fantastic football</p>
		<p>Right-handed – Light brown – You wish youplayer and could play for England you are really only did times tables tests all Hazel – you can learn to play musical clumsy day long at schoolinstruments really quickly and can Black – you really want to go play piano, flute and guitar to school at weekends as wellGrey – You know how to build a as during the weekhouse</p> <p>Red – you wish schoolBrown – you can paint pictures that lessons were always really look as if they are photographs difficult Other – you can write amazing</p> <p>Other – you want schoolstories that have been published and playtimes to be cancelled sold millions of copies</p> <ul style="list-style-type: none"> <li>Look at the above - How did it feel for someone to make assumptions about you based on nothing other than what you look like?</li> </ul>

## Relationships and Sex Education (RSE) Policy

Can I recognise ways in which the internet and social media can be used both positively and negatively	Recognise the ways in which the internet and social media can be used both positively and negatively	<ul style="list-style-type: none"> <li>• <a href="#">Every Mind Matters Social media Year 6.pptx (live.com)</a></li> <li>• The above was created by the NHS to look at social media.</li> <li>• Not all the slides are needed.</li> <li>• Children to look at the symbols for key words used – they can create their own statements with symbols.</li> <li>• Look at the positives and negatives of social media</li> </ul>
Topical issue or class concern	Topical issue or class concern	<ul style="list-style-type: none"> <li>• Please use this lesson to address any topical issue or concerns that have been raised with your class.</li> </ul>

## Summer 2

### Living in the Wider World

Learning objective	children learn to...	Suggested activities
Can I recognise that people's spending decisions can affect others and the environment?	Recognise that people's spending decisions can affect others and the environment (e.g., fair trade, buying single use plastics or giving to charity)	<ul style="list-style-type: none"> <li>• Go through and discuss people's spending habits and how the environment might affect this. Look at fair-trade items (symbol), reusable plastics, donating etc,</li> <li>• Why might these affect how people spend their money?</li> <li>• Children to write a non-chronological report (Yr 4 autumn term topic) based on how the environment can affect people's spending decisions.</li> </ul>
Can I learn about the risks associated with money and ways of keeping money safe?	Understand the risks associated with money and ways of keeping money safe	<ul style="list-style-type: none"> <li>• Who has a bank account that they are aware of?</li> <li>• What are the risks associated with money – what happens if you don't have enough because you spent it on something else?</li> <li>• Is keeping money hidden under the bed a good thing?</li> <li>• <a href="#">Teaching kids about money   Banking for kids   NatWest</a></li> <li>• Look at Money Games 5-8 yr olds on the above website</li> </ul>

## Relationships and Sex Education (RSE) Policy

Can I learn about the different ways to keep track of money?	Recognise the different ways to keep track of money	<ul style="list-style-type: none"> <li>Recap maths written methods for addition and subtraction.</li> <li>Provide children with a pretend bank account.</li> <li>It has one ingoing – the wage and lots of outgoings. There is a mistake in the outgoing. Can you find it?</li> <li>How else can you keep track of money? Do your parents keep receipts?</li> </ul>
Can I recognise what might influence people's decisions about a job or career?	Recognise what might influence people's decisions about a job or career e.g., personal interest and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereo typical assumptions can deter people from aspiring to certain jobs)	<ul style="list-style-type: none"> <li>What do your parents do for a career? Is this something you are interested in?</li> <li>Has anyone got a career aspiration that a family member/friend etc has inspired them to get into?</li> <li>What could affect people's decision about a career?</li> <li>Provide children with different scenarios (including stereotypes) E.g A young boy wants to be a nurse but his family want him to be a doctor. A young girl wants to be a footballer but they have said that is what her brother should do. A teenager wants to be in the army as that what his dad was. A young lady wants to be a vet as she loves hepling animals. For each scenario decide what qualities are needed for the job, what could prevent them from that job and what you think the influence was.</li> </ul>
Topical issue or class concern	Topical issue or class concern	<ul style="list-style-type: none"> <li>Please use this lesson to address any topical issue or concerns that have been raised with your class.</li> </ul>

**Autumn 1**

**Families and people who care for me**

Learning objective	Children learn to...	Suggested activities
Can I recognise the different types of friendships?	to recognise different types of relationships, including those between acquaintances, friends	<ul style="list-style-type: none"> <li>• What is the difference between a friend and an acquaintance?</li> <li>• Do you have to like everybody - no BUT do you have to be respectful – yes.</li> <li>• How would you embrace a friend? An acquaintance?</li> <li>• How would you greet new people for the first time – how could you introduce the conversation. If you had nothing in common how could you end the conversation politely?</li> <li>• Write conversation starters and enders based on situations – if you know there person but don't like them, know them and like them, have never met before etc.</li> </ul>
Can I recognise the different types of relationships?	to recognise different types of relationships, including those between relatives and families	<ul style="list-style-type: none"> <li>• Create some class data based on before lockdown. (if time can compare to after)</li> <li>• How often do you see your:               <ul style="list-style-type: none"> <li>○ Maternal grandmother?</li> <li>○ Paternal cousins?</li> <li>○ Your siblings (could be step, half, full)</li> </ul> </li> <li>• What does this data tell us about the make up of our class?</li> <li>• Statistics – create as a graph and then interpret.</li> </ul>
Can I recognise what makes a relationship healthy?  <i>(linked to next lesson)</i>	to recognise ways in which a relationship can be unhealthy	<ul style="list-style-type: none"> <li>• In healthy relationships, people can feel safe, respected and accepted for who they are. In unhealthy relationships, people may feel anxious, confused, uncertain and even unsafe</li> </ul>
		<ul style="list-style-type: none"> <li>• Healthy relationships: Being yourself, being honest, being able to talk, mutual respect, feeling safe, trust and support.</li> <li>• Children to pick one out of a hat and write about a relationship – family or friends – where they feel that.</li> </ul>

## Relationships and Sex Education (RSE) Policy

Can I understand who I can turn to if I need support?  <i>(linked to above lesson)</i>	whom to talk to if they need support	<ul style="list-style-type: none"> <li>• Think back to last week's lesson which was about healthy relationships. Today is linked to that.</li> <li>• If you didn't think you were listened to, or you didn't feel safe (one of the healthy relationships indicators) who could you turn to?</li> <li>• Discuss both at home and at school.</li> </ul>
Can I understand what is meant by marriage?	that marriage*(Dfe includes civil partnerships) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	<ul style="list-style-type: none"> <li>• What does marriage mean to you? Could you create a definition or a statement?</li> <li>• In 2004, civil partnerships became legalised in the UK – why do you think this decision was made? NOT what do you think about the decision.</li> </ul>

### Autumn 2 Relationships

Learning objective	children learn to...	Suggested activities
	Can I understand where to get advice and report concerns if worried about their own or someone else's personal safety (including online)?	<ul style="list-style-type: none"> <li>• Who is there to talk to if you need support or if you are worried about yours or another's safety?</li> <li>• Teacher to pick children's names out of the hat. Provide Child A with what they need support with. Child B to answer. Then continue, new pairs, new scenarios.</li> <li>• Who was the best at giving advice? As a class list where support was sort. Can more suggestions be made? Was the advice given the best advice?</li> </ul>
	Can I recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact?	<ul style="list-style-type: none"> <li>• <a href="https://e2epublishing.info/posters/#postersuk">https://e2epublishing.info/posters/#postersuk</a> use the posters as a guide for teaching.</li> <li>• What is the difference between unwanted and inappropriate contact – use real life issues that the class has been through this year. E.g You may not want</li> </ul>
		<p>someone to hug you, put their arm around you, play with your hair...</p> <ul style="list-style-type: none"> <li>• Children create their own digital poster including how to take care of their body and how they protect their body.</li> </ul>

## Relationships and Sex Education (RSE) Policy

	Can I respect the differences and similarities between people and recognise what they have in common with others?	<ul style="list-style-type: none"> <li>Teams call another Cognita school (not in Europe). Prior to this talk to the teacher about the outcomes of the call. What are the similarities and differences between them and us? Discuss the school day, hobbies etc.</li> </ul>
	Can I understand that in school and wider society I should respect others including those in positions of authority?	<ul style="list-style-type: none"> <li>What would be an appropriate way to meet and greet a person – in school or wider society.</li> <li>Place names of different roles e.g policeman, nurse, midday assistant, Mrs. Carroll, a friend's mum or a new employees, destination school interview lead in to a bag.</li> <li>Take one out – what would be the appropriate way to greet and talk to this person respectfully. Does it matter who they are, or should we always be respectful?</li> </ul>
	Can I recognise what being respectful looks like?	<ul style="list-style-type: none"> <li>What is meant by being respectful?</li> <li>Linking back to Banksy and his work from before halfterm, children use the word respect to create a Banksy inspired piece of artwork.</li> <li>It must be based on the word respect. Evaluate each other's interpretations.</li> </ul>
	Topical issue or Class concern	<ul style="list-style-type: none"> <li>Please use this lesson to address any topical issue or concerns that have been raised with your class.</li> </ul>

### Spring 1 Health and Wellbeing

Learning objective	children learn to...	Suggested activities
	Can I identify the external genitalia and internal reproductive organs in females and how the process of puberty relates to human reproduction?	<p><b>A communication to parents MUST be sent prior to this lesson sequence. Explain content of lessons and that their child can be withdrawn if they wish.</b></p> <ul style="list-style-type: none"> <li>Share PSHE association outline of the female internal and external reproductive organs. Discuss the labels – what is the function of each part?</li> </ul>

## Relationships and Sex Education (RSE) Policy

		<ul style="list-style-type: none"> <li>Can the children guess where each label should be? Can they match the label to the correct reproductive part?</li> </ul>
	Can I identify the external genitalia and internal reproductive organs in males and how the process of puberty relates to human reproduction?	<ul style="list-style-type: none"> <li>Share PSHE association outline of the male internal and external reproductive organs. Discuss the labels – what is the function of each part?</li> <li>Can the children guess where each label should be? Can they match the label to the correct reproductive part?</li> <li>Below is a link to a video about male changes.</li> <li><a href="https://www.clickview.co.uk/free-teachingresources/puberty/">https://www.clickview.co.uk/free-teachingresources/puberty/</a></li> </ul>
	Can I understand the process of reproduction and birth as part of the human lifecycle? (How babies are made)	<ul style="list-style-type: none"> <li>Read 'Mummy laid an egg'</li> <li>Discuss the 5 ways to have a baby – sexual intercourse, IVF, Sperm donor, Surrogacy and adoption.</li> <li>The law – age and, very importantly, <b>consent</b>. What does consent mean? Why is it important?</li> </ul>
	Can I understand the process of how babies are born?	<ul style="list-style-type: none"> <li>A film about natural birth</li> <li><a href="https://www.youtube.com/watch?v=ZDP_ewMDxCo">https://www.youtube.com/watch?v=ZDP_ewMDxCo</a></li> <li>A film about c-section</li> <li><a href="https://www.youtube.com/watch?v=utCS5rzNkfU">https://www.youtube.com/watch?v=utCS5rzNkfU</a></li> <li>Discuss the two types of birth. Do you know how you were born? What are the differences to for the mother?</li> </ul>
	Can I understand how babies need to be cared for?	<ul style="list-style-type: none"> <li>Share with the children 'A Day in the Life of a Newborn' which covers: Sleeping, Feeding, Playing, Bonding, Cleaning.</li> <li>After discussing the content children are to write their own 24-hour schedule.</li> <li>What happens when and for how long?</li> <li>How much time is taken up looking after the baby?</li> <li>Does the carer get a lot of time to themselves?</li> </ul>

Spring 2

Health and Wellbeing (keeping safe)

Learning objective	children learn to...	Suggested activities
	<p>Can I learn about the risks and effects of legal drugs common to everyday life (e.g., cigarettes, vaping, alcohol and medicines)?</p> <p><b>Focus is just legal drugs</b></p>	<ul style="list-style-type: none"> <li>• Children take it in turns to roll the dice. If they roll a number 1 or 2 they pick an 'effect' card and if they roll a number between 3 and 6 they pick a 'risk' card. They read the card and with the group, decide if it is a likely 'effect' or 'risk' of the drug they are focusing on. Those they think are a likely effect or risk, they should keep in a pile next to the drug; those they think are unlikely should form a discard pile. (Taken from PSHE Association – only look at tobacco (cigarettes, shisha); alcohol; cannabis; e-cigarettes; caffeine)</li> <li>• Time permitting: in pairs, pupils read Resource 4: Drugs and risk scenarios activity, and using the information given, identify what is causing the risk and analyse how risky they think the scenario is (high, medium or low) and record their explanations on the sheet.</li> </ul>
	<p>Can I learn about the risks and effects of legal drugs common to everyday life (e.g., cigarettes, vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit that can become difficult to break?</p>	<ul style="list-style-type: none"> <li>• Using the resources from last lesson. Children take each drug one at a time and create a table with the impact the drug has on health.</li> <li>• Then look at how these habits can be broken.</li> </ul>



## Relationships and Sex Education (RSE) Policy


	Can I learn about the reasons why people use legal drugs; managing situations and peer influence?	<ul style="list-style-type: none"> <li>• Children complete the influences Diamond 9 activity.</li> <li>• Ask pupils to rank the following influences from most to least influence in a diamond 9: friends; family; social media/TV/film; religion/beliefs; money; health advice (e.g. from a doctor); the situation; their feelings/ emotions (mental health); their physical health. Each child to complete their own. They should complete this completely independently and then discuss each child's responses.</li> <li>• Children then rank them and list the reasons for this e.g Friends — people might feel more pressure to use a drug if their friends are also doing so.</li> </ul>
	Can I recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others?	<ul style="list-style-type: none"> <li>• Children to research the laws surrounding the use of legal drugs in different countries. Is the age of drinking the same in England as it is in Spain or America?</li> <li>• Children present the information they find out in a table. Any surprises? Why do you think different countries have different rules? Are some drugs illegal in the UK but Legal in other countries?</li> </ul>
	Can I find out about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people that they can talk to if they have concerns?	<ul style="list-style-type: none"> <li>• What are the organisations that can help support people who are struggling with legal drugs.</li> <li>• Split the class into the groups. Each take a different legal drugs and create a presentation to share with the class about the support available for their legal drug.</li> </ul>
Topical issue or class concern	Topical issue or class concern	<ul style="list-style-type: none"> <li>• Please use this lesson to address any topical issue or concerns that have been raised with your class.</li> </ul>

### Summer 1

#### Living in the Wider World

Learning objective	children learn to...	Suggested activities
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## Relationships and Sex Education (RSE) Policy

<p>Can I understand the values of living in a diverse community?</p>	<p>About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>	<ul style="list-style-type: none"> <li>• <a href="#">Diversity - BBC Teach</a></li> <li>• Go through what does diversity mean. Children to think of their own definition then at the end of the lesson modify the definition (if needed) once they have been taught.</li> <li>• Discuss the benefits of living in a diverse community.</li> <li>• Children to write benefits and values in the middle of their page and create a diagram showing this.</li> </ul>
<p>Can I create an image to show diversity?</p>	<p>About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p>	<ul style="list-style-type: none"> <li>• Building on from last week's lesson, children will be creating their own diversity logo/icon.</li> <li>• See images below as examples ...</li> </ul>
		 <p>The image shows a collection of 18 diverse logos and icons arranged in a grid. The logos include: a circular logo with 'DIVERSITY' and 'LIVING TOGETHER'; a logo with three stylized figures; a circular logo with colorful dots; a logo with a tree and 'diversity'; a circular logo with 'diversity'; a circular logo with 'DIVERSITY' and 'LIVING TOGETHER'; a circular logo with 'DIVERSITY' and 'LIVING TOGETHER'; a circular logo with 'DIVERSITY' and 'LIVING TOGETHER'; a circular logo with 'DIVERSITY' and 'LIVING TOGETHER'; a circular logo with 'DIVERSITY' and 'LIVING TOGETHER'; a circular logo with 'DIVERSITY' and 'LIVING TOGETHER'; a circular logo with 'DIVERSITY' and 'LIVING TOGETHER'; a circular logo with 'DIVERSITY' and 'LIVING TOGETHER'; a circular logo with 'DIVERSITY' and 'LIVING TOGETHER'; a circular logo with 'DIVERSITY' and 'LIVING TOGETHER'; a circular logo with 'DIVERSITY' and 'LIVING TOGETHER'; a circular logo with 'DIVERSITY' and 'LIVING TOGETHER'; a circular logo with 'DIVERSITY' and 'LIVING TOGETHER'.</p>
<p>Can I recognise the benefits of different activities on mental wellbeing and happiness?</p> <p><i>Over two weeks</i></p>	<p>Recognise the benefits of physical exercise, time outdoors, community participation, voluntary and servicebased activity on mental wellbeing and happiness</p>	<p>First week:</p> <ul style="list-style-type: none"> <li>• Children take part in a physical activity where they have to work together – for example an assault course outside rather than a competitive game. The importance is they have fun.</li> <li>• Then spend time outdoors in the same session reading</li> </ul> <p>Second week:</p> <ul style="list-style-type: none"> <li>• Focus is on community/voluntary/service based</li> <li>• Children find out about the cadets/brownies/guides/beavers/DofE award</li> <li>• Children explain how these could help people's wellbeing and happiness.</li> </ul>

## Relationships and Sex Education (RSE) Policy

Topical issue or class concern	Topical issue or class concern	<ul style="list-style-type: none"> <li>Please use this lesson to address any topical issue or concerns that have been raised with your class.</li> </ul>
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### Summer 1

#### Living in the Wider World

Learning objective	children learn to...	Suggested activities
Can I recognise that people have different attitudes to saving and spending money?	Recognise that people have different attitudes to saving and spending money; what influences people's decisions; what makes something good value for money	<ul style="list-style-type: none"> <li>What is meant by good value for money? Quick task, which supermarket sells 4 tins of heinz baked beans the cheapest ... Is it better value to buy 4 individual tins or a multi-pack?</li> <li>Think about the saying 'you can't take it with you so you may as well spend it now.' What do you think this means?</li> </ul>
		<ul style="list-style-type: none"> <li>What do you think influence people to save or spend money? Why are some people really good at saving whereas others never save?</li> </ul>
Can I understand that some jobs are paid more than others including unpaid?	Understand that some jobs are paid more than others and that money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid	<ul style="list-style-type: none"> <li>Everyone chooses their job based on money. Agree/Disagree. Explain.</li> <li>Display the above and children discuss what they think. Would you rather have a well-paid job that made you unhappy or a lower paid job where you were happy?</li> <li>Discuss why people chose to do unpaid voluntary work and how money is an influence on people's career.</li> </ul>
Can I learn about stereotypes in the workplace?	Understand stereotypes in the workplace and that a person's career aspirations should not be limited by them	<ul style="list-style-type: none"> <li>What is meant by stereotypes? Quick fire, list all the jobs that you imagine a man doing then all the jobs you imagine a female doing. Go through and discuss the stereotypes.</li> <li>Debate: Men and women should be paid the same if they are doing the same job.</li> </ul>
Can I identify the kind of job that I might like to do when I am older?	Identify the kind of job that I might like to do when I am older	<ul style="list-style-type: none"> <li><a href="#">PSHE KS1 / KS2: What's my job? - BBC Teach</a></li> <li>Use this to show why people are proud of their job. Children think about themselves. What type of job would they like to do when they are older and why.</li> </ul>

Topical issue or class concern	Topical issue or class concern	<ul style="list-style-type: none"> <li>Please use this lesson to address any topical issue or concerns that have been raised with your class.</li> </ul>
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**Year 6**

**Autumn 1**

**Families and people who care for me**

Learning objective	Children learn to...	Suggested activities
Can I recognise if family relationships are making me feel unsafe or unhappy?	how to recognise if family relationships are making them feel unhappy or unsafe	<ul style="list-style-type: none"> <li>How many of you have felt unhappy or unsafe at home at some point? What might be those reasons? Gather them on the board.</li> </ul>
<i>(linked to next lesson)</i>		<ul style="list-style-type: none"> <li>Are these reasonable things to feel you feel sad? Can you understand why your mum/dad might have said no you're not allowed out at 9pm on night – it may have made you feel sad but was valid.</li> <li>Go through different scenarios and what they could have done to change their view on the situation so they didn't feel unsafe or unhappy?</li> </ul>
Can I seek help or advice when needed?  <i>(linked to above lesson)</i>	how to seek help or advice from others if needed	<ul style="list-style-type: none"> <li>If you are feeling unhappy or unsafe in a family relationship, who could you turn to? Children create a list.</li> <li>Children then create an informative leaflet signposting anyone who needs support to relevant services and people in school.</li> </ul>
Can I understand that marriage and civil partnerships are a public demonstration of commitment?	that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together	<ul style="list-style-type: none"> <li>Civil partnership/marriage is between two adults of the same gender or different.</li> <li>Children look at the structure of a wedding ceremony</li> <li>What does each section represent?</li> <li>Why do we have rings?</li> <li>Why vows – what do they mean? Why are they exchanged in marriage? Why are they exchanged as a sign of commitment?</li> </ul>

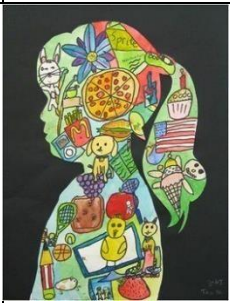
## Relationships and Sex Education (RSE) Policy

		<ul style="list-style-type: none"> <li>• Why is there a signing of the registry with witnesses?</li> </ul>
Can I understand who I can turn to if I need support?	that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and <b>who are of the legal age to make that commitment</b>	<ul style="list-style-type: none"> <li>• Is the legal age of marriage the same across the world?</li> <li>• Children to investigate and feedback.</li> </ul>
Can I understand that forced marriage is illegal?	Forcing anyone into a marriage is illegal (PSHE)	<ul style="list-style-type: none"> <li>• Debate: Should anyone be forced into marriage?</li> <li>• Once debated, ensure children are aware that there is support out there for anyone being forced into a marriage.</li> </ul>

### Autumn 2 Relationships

Learning objective	children learn to...	Suggested activities
	Can I find out about discrimination: what it means and how to challenge it?	<ul style="list-style-type: none"> <li>• Children to be introduced to the word discrimination – share the definition. When might a person experience discrimination? If you see or know of discrimination, what should you do?</li> <li>• Share with children that discrimination comes in different forms: racial, gender, age etc.</li> <li>• Children to write a guide explaining How to recognise and how to challenge discrimination.</li> </ul>

## Relationships and Sex Education (RSE) Policy

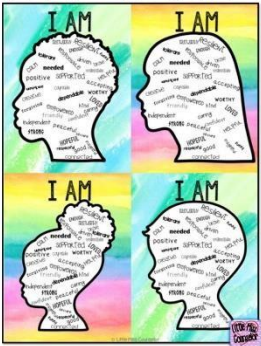
	<p>Can I recall how to seek and give permissions (consent) in different situations?</p>	<ul style="list-style-type: none"> <li>• Discuss the meaning of the word consent. List scenarios when we need to give consent or ask for consent – borrowing belongings, asking to go to the toilet, vaccinations etc.</li> <li>• Now consider personal contact e.g., someone in the class keep touching other children’s hair. Do you think this needs consent? Should the person seek consent first? If they ask for permission but there is no reply. Are they then still okay to touch the other persons hair?</li> </ul>
	<p>Can I recognise the importance of selfrespect and how this can affect their thoughts and feelings about themselves?</p>	 <ul style="list-style-type: none"> <li>• Children create a piece of artwork in the above style. This is an example of their likes and hobbies rather than their thoughts and feelings. Children to create the above using their silhouette outline and fill the inside with how they see themselves based on their thoughts and feelings about themselves.</li> </ul>
<p>Over two weeks</p>	<p>Can I recognise that everyone including them, should expect to be treated politely and with respect by others (including when online and or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships?</p>	<ul style="list-style-type: none"> <li>• Split the class in half and each plan an assembly. One half for a KS1 audience and the other half for a KS2 audience (will be virtual)</li> <li>• Children to plan and then create an assembly with covers the topic ‘being polite, courteous and respectful’.</li> </ul>
	<p>Topical issue or Class concern</p>	<ul style="list-style-type: none"> <li>• Please use this lesson to address any topical issue or concerns that have been raised with your class.</li> </ul>

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**Spring 1  
Health and Wellbeing**

Learning objective	children learn to...	Suggested activities
	Can I problem-solve strategies for dealing with emotions, challenges and change?	<ul style="list-style-type: none"> <li>• Provide the children with strategies for health cards (PSHE association resource).</li> <li>• Children to place the strategies for health under the heading – Everyday, Sometimes, If there is a problem, Rarely, Not at all.</li> <li>• E.g., Smoking would be placed under Not at all.</li> </ul>
	Can I recognise that there is a normal range of emotions and scale of emotions that all humans experience?	<ul style="list-style-type: none"> <li>• Mental Health Thermometer – share the image with the children and discuss the scale.</li> <li>• Can the children create Emotion graphs.</li> </ul>

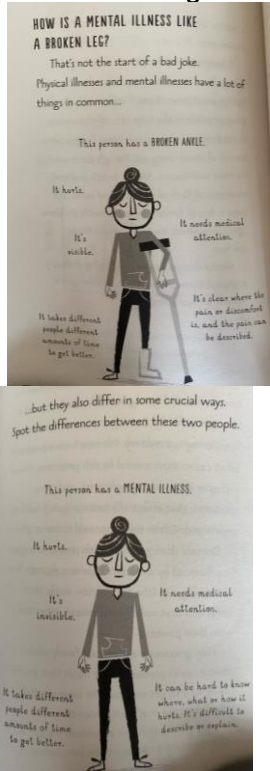
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	<p>Can I learn about personal identity; what contributes to who we are? (ethnicity, family, gender, faith, culture, hobbies etc)</p>	<ul style="list-style-type: none"> <li>• Family Tree</li> <li>• Children to create a family tree that includes the factors that contribute to who they are – ethnicity, faith, culture, hobbies etc.</li> <li>• They will need to prepare/research information from this at home prior to the lesson.</li> </ul>
	<p>Can I identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth?</p> <p><b>SELF WORTH</b></p> 	<ul style="list-style-type: none"> <li>• Children to create their own self-worth illustrations. There are four head outlines and each one represents a different aspect of their personality and self-worth – strengths, skills, achievements, and interests.</li> <li>• Children to fill in each outline using vocabulary to represent themselves.</li> </ul>
	<p>Can I understand that mental wellbeing is a normal part of daily life in the same way as physical health?</p>	<ul style="list-style-type: none"> <li>• <a href="#">The Brain Lab - BBC Teach</a> This link contains 5 videos – Connect with others, Be active, Give to others, Take notice and Keep learning. These are the 5 steps to wellbeing – children are to explore and discuss these.</li> <li>• Children then choose one of these steps to well-being. Write their own script to create a Flipgrid. The script must consider their audience, the theme of mental health, does it cover enough detail? If the teacher does not think the script is carefully considered, then they will be unable to create the Flipgrid.</li> </ul>



Spring 2  
Health and Wellbeing (keeping safe)

Learning objective	children learn to...	Suggested activities																																																												
	<p>Can I identify reasons for following and complying with regulations and restrictions (including age restrictions); how to promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming?</p>	<p>Figure 2.4: Devices used to go online by children, by age: 2020</p> <table border="1"> <caption>Data for Figure 2.4: Devices used to go online by children, by age: 2020</caption> <thead> <tr> <th>Age</th> <th>Computer, laptop or netbook</th> <th>Mobile phone</th> <th>Tablet</th> <th>Games console or player</th> </tr> </thead> <tbody> <tr><td>Aged 5</td><td>51%</td><td>34%</td><td>77%</td><td>15%</td></tr> <tr><td>Aged 6</td><td>64%</td><td>44%</td><td>76%</td><td>25%</td></tr> <tr><td>Aged 7</td><td>66%</td><td>41%</td><td>77%</td><td>34%</td></tr> <tr><td>Aged 8</td><td>81%</td><td>53%</td><td>77%</td><td>39%</td></tr> <tr><td>Aged 9</td><td>75%</td><td>51%</td><td>77%</td><td>46%</td></tr> <tr><td>Aged 10</td><td>86%</td><td>64%</td><td>72%</td><td>50%</td></tr> <tr><td>Aged 11</td><td>86%</td><td>79%</td><td>79%</td><td>46%</td></tr> <tr><td>Aged 12</td><td>94%</td><td>86%</td><td>68%</td><td>45%</td></tr> <tr><td>Aged 13</td><td>95%</td><td>94%</td><td>69%</td><td>62%</td></tr> <tr><td>Aged 14</td><td>89%</td><td>85%</td><td>58%</td><td>48%</td></tr> <tr><td>Aged 15</td><td>92%</td><td>84%</td><td>45%</td><td>46%</td></tr> </tbody> </table> <p>Recap online learning from computing lesson Spring 1. Look at the above data from <a href="https://www.ofcom.gov.uk/consult/condocs/online-nation-2021/online-nation-2021.pdf">Online Nation 2021 report (ofcom.org.uk)</a> What does this data show? Any surprises? What do you predict in the next few years.</p> <ul style="list-style-type: none"> <li>Look at the posters that were shared with the parents (parental advice posters). Children to work in groups and create a KS2 version based on either social media, television programmes, films or online gaming. They share these with the class. If good enough, can be shared on the newsletter.</li> </ul>	Age	Computer, laptop or netbook	Mobile phone	Tablet	Games console or player	Aged 5	51%	34%	77%	15%	Aged 6	64%	44%	76%	25%	Aged 7	66%	41%	77%	34%	Aged 8	81%	53%	77%	39%	Aged 9	75%	51%	77%	46%	Aged 10	86%	64%	72%	50%	Aged 11	86%	79%	79%	46%	Aged 12	94%	86%	68%	45%	Aged 13	95%	94%	69%	62%	Aged 14	89%	85%	58%	48%	Aged 15	92%	84%	45%	46%
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Aged 15	92%	84%	45%	46%																																																										
	<p>Can I recognise the mixed messages in the media about drugs including alcohol and smoking/vaping?</p>	<ul style="list-style-type: none"> <li>Display around the classroom, or provide each group with copies of, Mixed message posters. Pupils analyse the media excerpt to identify the key messages in each. Working in pairs, pupils choose one poster and imagine a young person looking at it. They discuss what it might make the young person think, feel, and do (or want to do). Share with the class.</li> </ul>																																																												

	<p>Can I understand what is meant by mental wellbeing?</p>  <p>HOW IS A MENTAL ILLNESS LIKE A BROKEN LEG? That's not the start of a bad joke. Physical illnesses and mental illnesses have a lot of things in common...</p> <p>This person has a BROKEN ANKLE.</p> <p>It hurts.</p> <p>It's visible.</p> <p>It needs medical attention.</p> <p>It takes different people different amounts of time to get better.</p> <p>It's clear where the pain or discomfort is, and the pain can be described.</p> <p>...but they also differ in some crucial ways. Spot the differences between these two people.</p> <p>This person has a MENTAL ILLNESS.</p> <p>It hurts.</p> <p>It's invisible.</p> <p>It needs medical attention.</p> <p>It takes different people different amounts of time to get better.</p> <p>It can be hard to know where, what or how it hurts. It's difficult to describe or explain.</p>	<p>How is mental and physical illness similar? Discuss.</p> <p>Look at the different types of hormones that are released and the emotions that they trigger:</p> <ul style="list-style-type: none"> <li>• Adrenaline (fear, anxiety, anger)</li> <li>• Oxytocin (love, trust, sympathy)</li> <li>• Cortisol (stress)</li> <li>• Serotonin (happiness and sadness)</li> <li>• Dopamine (pride and excitement)</li> </ul> <p>Everyone at some point will feel sad – what is the difference between sadness and depression? Anxiety and nervousness?</p> <ul style="list-style-type: none"> <li>• What do we mean by mental wellbeing? Really important children recognise the difference between mental wellbeing and mental illness. What can we do to look after our mental wellbeing (will be different for each child)?</li> </ul>
	<p>Can I recognise early signs of physical illness such as weight loss or unexplained changes to the body?</p>	<ul style="list-style-type: none"> <li>• What is weight loss? NHS states that, Your body weight can regularly fluctuate, but the persistent, unintentional loss of more than 5% of your weight over 6 to 12 months is usually a cause for concern. Provide children with some people's weight and then their weight 6 – 12 months later. They tick of cross if it is a concern by calculating if it is 5% or more of a loss.</li> </ul>

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	Can I recognise early signs of physical illness such as weight loss or unexplained changes to the body?	<ul style="list-style-type: none"> <li>Building on from last week's lesson, today they will look at early signs of physical illness. Split the children into the 5 senses – in groups they have a time limit to decide how their sense could show signs of early illness by writing on sugar paper. Then rotate the sugar paper 5 times so that all groups have the 5 sense. Each time they read what has been written. They can not repeat anything that is on the sugar paper. Once all groups have written on all sugar paper They read out what everyone has written and discuss the classes responses.</li> </ul>
Topical issue or class concern	Topical issue or class concern	<ul style="list-style-type: none"> <li>Please use this lesson to address any topical issue or concerns that have been raised with your class.</li> </ul>

### Summer 1

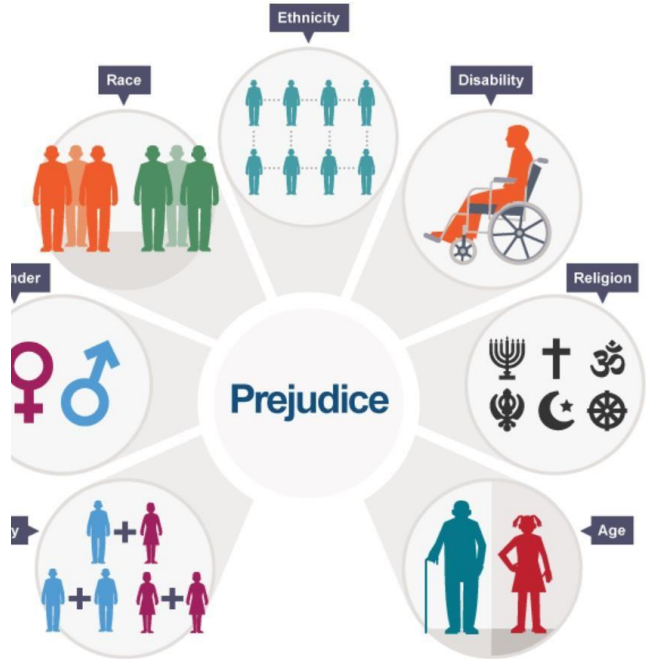
#### Living in the Wider World

Learning objective	children learn to...	Suggested activities
Can I recognise there are human rights and they are there to protect everyone?	Recognise there are human rights and they are there to protect everyone.	<ul style="list-style-type: none"> <li><a href="#">Human Rights   United Nations</a></li> <li>What are human rights?</li> <li>Why it is important that we have human rights for everyone – children to write a speech.</li> </ul>
Can I learn about the relationship between rights and responsibilities?  <i>May take more than 1 week</i>	About the relationship between rights and responsibilities.	<ul style="list-style-type: none"> <li><a href="#">Rules, Rights and Responsibilities - BBC Bitesize</a></li> <li>What is the difference between rights, rules and responsibilities?</li> <li>Look at the rights and responsibilities in detail.</li> <li>Children plan an assembly to share with KS1 around the following responsibilities:               <ul style="list-style-type: none"> <li>o Not to harm or bully each other.</li> <li>o Do what you can to look after your environment.</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>○ Learn as much as you can and share your experiences and knowledge with others. (This is what they are doing for the KS1 assembly)</li> <li>○ Help others who are in need through charitable work.</li> <li>○ Respect other religions.</li> </ul>
Can I learn about prejudice and discrimination?	About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	<ul style="list-style-type: none"> <li>• Ask children what they think prejudice means. A definition – they can modify this at the end of the lesson if they need to.</li> <li>• What behaviours/actions of others might be discriminatory. E.g take age. What could show there is an age discrimination taking place.</li> <li>• What could you do if you saw or experienced discrimination?</li> <li>• Provide children with a type of prejudice and they need to say what behaviour/action could discriminate and what can be done/</li> </ul>

		<p><b>What types of prejudice are there?</b></p> 
<p>Can I recognise reasons for rules and laws?</p>	<p>Can I recognise reasons for rules and laws; consequences of not adhering to rules and laws?</p>	<ul style="list-style-type: none"> <li>• Why do we have rules/laws/police/magistrates/courts etc</li> <li>• What are the reasons for this? Provide children with scenarios – a 14-year-old has been witnessed stealing a bike. What rules/laws are in place? What are the consequences?</li> <li>• Discuss that 10 is criminally responsible – do you agree that 10-year-olds are criminally responsible? (Ultimately know right from wrong and can make a choice about what to do).</li> </ul>

**Summer 2 Living in the Wider World**

Learning objective	children learn to...	Suggested activities
<p>Can I learn about the risks involved in gambling and how money can impact feelings and emotions?</p>	<p>Identify the ways that money can impact on people's feelings and emotions Understand the risks involved in gambling; different ways in which money can be won or lost through gambling related activities and their impact on health, wellbeing, and future aspirations</p>	<p>This lesson will be taught over two weeks.</p> <p>Week 1</p> <ul style="list-style-type: none"> <li>• Looking at risk.</li> <li>• Provide children with scenarios and look at the risk involved.</li> <li>• Look at the online bingo from <a href="http://healthyschoolscp.org.uk">Gambling (healthyschoolscp.org.uk)</a></li> <li>• Then go through the 4 scenarios and think about how that person is feeling in that moment. How do you feel you could support the person in each of the scenarios faced?</li> </ul> <p>Week 2</p> <ul style="list-style-type: none"> <li>• Recap what gambling is.</li> <li>• Look at Drew's dilemma from PSHE Association</li> <li>• How could someone help Drew?</li> </ul>
<p>Can I learn about some of the skills that will help them in their future careers?</p>	<p>Recognise some of the skills that will help them in their future careers e.g., teamwork, communication, and negotiation</p>	<ul style="list-style-type: none"> <li>• What is meant by the following skills: <ul style="list-style-type: none"> <li>○ Teamwork</li> <li>○ Time management</li> <li>○ Leadership</li> <li>○ Communication</li> <li>○ Negotiation</li> <li>○ Organisation</li> </ul> </li> <li>• Every child chooses one child from the class who they think demonstrates that skill the best. Share with the class – did they all write the same name?</li> <li>• Out of these skills, which do you think you do the best? Least? Which would you need to work on?</li> <li>• Children choose two skills and write a job advert for a role they think will need these skills.</li> </ul>

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Can I recognise a variety of routes into careers?	Recognise a variety of routes into careers e.g., college, apprenticeships, and university	<ul style="list-style-type: none"> <li>• What are the different routes to get into a career of your choice?</li> <li>• Split the class and each take a different route, college, apprenticeship, university</li> <li>• Provide children with a job for each of the three routes.</li> </ul>
		<ul style="list-style-type: none"> <li>• The research the role and present to the class how that route would prepare them for the role.</li> </ul>
Topical issue or class concern	Topical issue or class concern	<ul style="list-style-type: none"> <li>• Please use this lesson to address any topical issue or concerns that have been raised with your class.</li> </ul>

**Appendix 2: By the end of primary school, students should know:**

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives</li> <li>• That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>



TOPIC	STUDENTS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

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Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g., family, school and/or other sources</li> </ul>
TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g., physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>



### Appendix 3: Parent form: Withdrawal from sex education within RSE

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

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

### Appendix 4: DfE RSE Statutory Guidance Suggested Resources

Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health Education guidance – Suggested resources:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## Relationships and Sex Education (RSE) Policy

<b>Ownership and consultation</b>	
Document sponsor (role)	European Director of Education
Document author (name)	Beth Kerr/PSHE Leads
Consultation February 2020	Consultation with the following: Alison Barnett, Regional Safeguarding Lead (RSL)/Danuta Tomasz, DE
Review – June 2022	Nicola Lambros Director of Education for Europe Alison Barnett – Regional Safeguarding Lead for Europe

<b>Audience</b>	
Audience	All school staff

<b>Document application and publication</b>	
England	Yes
Wales	Yes
Spain	TBC

<b>Version control</b>	
Review date	2025

<b>Related documentation</b>	
Related documentation	Curriculum Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Safeguarding and Child Protection Policy and Procedures Independent School Standards

