



**Great Hockham Primary School and Nursery
Relationships and Sex Education (RSE) Policy**

Author / Edited by	Marianne Ambrose/Natasha Hall
Date Approved	8 th July 2021
Review Body	Local Governing Body
Review frequency & next review due	2 years or sooner in the light of any related issue that may occur such as any new findings arising from educational research, ensuring that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance Reviewed and amended June 2021

Parties involved in the policy's development and consultation

- PSHE Lead
- Parents contributing feedback and views about RSE provision
- Headteacher
- Governing body

The policy reflects the DfE 2000 SRE guidance and guidance from the PSHE Association, the Sex Education Forum and the local authority. All school personnel, parents and carers have been made aware of this policy.

This policy will be made available to view via the schools' website. A hard copies is held in the school office and will be made available or emailed on request.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- **Keeping Children safe in education (January 2021 update)**
- Children and Social Work Act (2017)

Definition of RSE:

RSE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. RSE also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

Aims and Outcomes of RSE in the curriculum:

The overall aim of RSE is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to

manage conflict peaceably and learn how to recognise and avoid exploitation and abuse.

RSE provides opportunities for pupils to:

- better understand the nature of human relationships
- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles
- seek support when they are worried or concerned

1. Morals, Values, Equalities and Safeguarding

The RSE taught at Great Hockham Primary School and Nursery reflects our ethos, and demonstrates and promotes the following:

- learn the value of respect, care and love
- valuing family life within stable, loving and committed relationships
- acceptance of same sex unions as also offering stable, loving and committed relationships to nurture children
- respect for self and others
- respect for rights and responsibilities within relationships
- appreciate that different, successful family structures exist
- understanding diversity regarding religion, gender, culture and sexual orientation
- importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender
- acceptance of difference and diversity
- promote gender equality and equality in relationships
- challenge gender stereotypes and inequality

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- develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the schools' safeguarding and child protection protocols

RSE is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health and Economic (PSHE) education and Science.

At Great Hockham, the main RSE content is delivered as part of a wider topic to provide a context for learning through our question-based model following the guidance from the PSHE Association. After consultation with staff and parents, we have decided to rename our RSE and PSHE lessons as 'Wellbeing' to allow for more child-friendly language. Many aspects of RSE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child.

- RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups during our Wellbeing lessons.
- PSHE and RSE Ground Rules are used in all Wellbeing sessions
- Pupils are able to ask anonymous questions by writing a note for the class Time to Talk Box. This box is found in every class
- Resources used are flexible in order to meet the needs of the pupils and curriculum. A selection of these can be viewed during the parent session
- Correct medical vocabulary will be used throughout the Wellbeing (RSE and PSHE) curriculum
- RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include: circle time, active teaching and learning, role play/scenarios, card sorting and discussions
- External agencies can be invited to support the delivery of RSE. These include: the school nurse and the police
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance. Parents are notified ahead of RSE lessons and invited to see resources or discuss the lesson content

2. Parent and carer involvement

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme. Parents are provided with the opportunity to find out about and discuss the school's programme through the year groups' RSE curriculum meetings, parents' evening, in policy development, the school website, displays and an open-door

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policy*. To promote effective communication and discussion between parents and their children we notify parents through information evenings, termly curriculum letters and the school website about when particular aspects of RSE will be taught. We also encourage an open-door policy (*following covid-19 guidelines) to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner. Parents can also communicate to teachers via the class email addresses.

Parents have the right to withdraw their children from all, or part of the RSE curriculum, except for those parts included within the National Curriculum for Science, which are statutory. Parents are informed of this right when the RSE curriculum content is shared with them.

Effective methods to communicate the schools' approach to RSE, including the parental right to withdraw their child, are through the schools' website, the RSE policy and the year group RSE curriculum information letter sent home to parents.

Parents are also informed that the RSE curriculum is an essential vehicle in supporting a school's statutory duty to:

- safeguard and promote the welfare of their children
- advance the 2010 Equality Act
- encourage the spiritual, moral, social and cultural development of pupils
- foster British values
- prepare children and young people for the challenges, opportunities and responsibilities of adult life

Those parents/carers wishing to exercise the right to withdraw their child from part or all of RSE are invited in to see the teacher and/or RSE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. It is then the responsibility of the parents/carers to deliver the content of the RSE to their child as they see fit. Information and support materials are available for parents/carers to use and are offered by the staff. Pupils who are withdrawn from RSE continue with individual learning tasks for other curriculum areas, which are carried out in another classroom or the library. If a conversation arises about sexual health issues in a non-SRE lesson with pupils present who have been withdrawn from RSE lessons, the teacher must stop the conversation and ask that the issues be discussed at an appropriate time. The teacher must, as soon as possible, find an appropriate time to continue the conversation with pupils when the withdrawn child is not present.

3. Pupil Involvement

We involve pupils in the development of the RSE curriculum through the Teaching and Learning approach, which promotes dialogue about feedback and learning, enabling teachers to monitor pupils' views.

The RSE lead interviews random groups of pupils across the school as part of the monitoring and evaluation process, this will happen at least once in an academic year.

SAFE AND AFFECTIVE PRACTICE

How the school responds to specific issues related to Relationships and Sex Education Answering Difficult Questions

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics.

The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned or believe any pupil to be at risk.

Ground Rules RSE(see appendix A) is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the RSE work, in addition to those already used in the classroom.

Inclusion

The RSE policy reflects and is in line with the schools' equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities.

Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

RSE strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions and offers support.

Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated at Great Hockham Primary School and Nursery and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

Confidentiality and Child Protection

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. RSE discussions may prompt a pupil to disclose about related incidents; for example, FGM, Forced marriage, child exploitation or abuse.

If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, they must take action as laid down in the Safeguarding and Child Protection Policy. They should also inform the named Designated Safeguarding Lead who will also take action as outlined in this policy.

All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by staff throughout the process.

All staff should recognise that children are capable of abusing their peers and are familiar with our school's safeguarding procedures as laid out in the Safeguarding and Child Protection Policy.

How the Relationships and Sex Education Programme is Monitored, Evaluated and Assessed

We ensure that all pupils have equal access to the RSE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances.

Class teachers assess pupils' understanding and progress through formative and summative processes. These include pre- and post-topic tasks (cold and hot tasks), drawings, task outcomes, questioning and observation. As a school we have adopted a 'say it, define it, use it' approach to ensure that our pupils not only understand new vocabulary, but can use it in its correct context.

At the end of the year each year group reviews the RSE programme they have implemented and pass on any comments to the RSE leader as part of her monitoring cycle. A random selection of pupils are interviewed and all parents are invited to provide written feedback on the provision of RSE. Pupil voice will be influential in adapting and amending planned learning activities.

Teachers will critically reflect on their work in delivering RSE and will discuss any issue or changes needed with the RSE lead.

The RSE policy is reviewed on an annual basis taking into account the feedback from teaching staff, pupils and parents. Governors consider evaluations and recommendations before amending the policy.

Professional Development for Staff

Staff are kept informed of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and antibullying, through regular training provided at staff meetings and INSET days.

APPENDIX A – Ground Rules

RSE is taught in a safe, non-judgmental environment through our Wellbeing lessons where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the RSE work, in addition to those already used in the classroom.

Here are some examples ground rules to help this happen.

- When people ask questions or share their feelings, these things stay in the classroom. Unless something is mentioned which, your teacher is worried about, and then other people will need to be told.
- We are sensitive to others' feelings and do not laugh or react rudely to people's questions.
- If you do not understand something or are worried, ask your teacher, a parent or put a note in the class question box – don't keep it to yourself and worry!

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APPENDIX B: Great Hockham Primary School and Nursery – Wellbeing Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 1/2	What is the same and different about us?	Who is special to us?	What helps us to stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?	
	What is bullying?	What makes a good friend?	What helps us grow and stay healthy?	What jobs do people do?	What helps us to stay safe?		How do we recognise our feelings?
	What is the same and different about us?	Who is special to us?	How can we look after ourselves?	Where does money come from and what can we do with it?	How do we stay safe?	How can we look after each other and the world?	How do we recognise our feelings?
Year 3/4	How can we be a good friend?	What keeps us safe?	What makes a community?			Why should I eat well and look after my teeth? Why should we keep active and sleep well?	What are families like? (Year 3)
	How do we treat each other with respect?	How do we manage risk in different places?	How can our choices make a difference to others and the community?	What strengths, skills and interests do we have?	How can we manage our feelings?		How will we grow and change? (Year 4)
	How do we treat each other with respect?	How do we stay safe?	How do we make a community?	What strengths, skills and interests do we have?	How can we manage our feelings?	Why should we look after our bodies?	<i>Taught separately</i>
Year 5/6	What makes up a person's identity?	What decisions can people make with money?	How can drugs common to everyday life affect health?	How can we help in an accident or emergency?		How can friends communicate safely?	
	How does the media influence people?	What jobs would we like?	How can we keep healthy as we grow?		What will change as we become more independent?		How do friendships change as we grow? (Statutory SRE – Year 6)
	Where does our identity come from?	What decisions can people make with money? <i>Young enterprise project</i>	How can we look after our bodies?	How can we help in an accident or emergency? <i>St. John's Ambulance?</i>	What will change as we become more independent?	How can friends communicate safely?	How do friendships change as we

							grow?
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Wellbeing Curriculum Overview

*Highlighted section denote areas of our curriculum to support our ongoing work to support the 'Everyone's invited' movement. Our curriculum includes coverage around sexual abuse, cyber-bullying, pornography, healthy relationships and consent from Key Stage 1. Due to the question-based model we have adopted, we promote open questioning and support openness.

Owls – Year 1 and 2

	Big Question	PoS Ref	Unit coverage	Support material
Autumn 1	<p>What is the same and different about us?</p> <p>[RELATIONSHIPS]</p> <p>PREVENT</p> <p>Everyone's Invited</p>	<p>H21, H22, H23, H25, R13, R23, L6, L14</p> <p>R10, R11, R12, R16, R17, R21, R22, R24, R25</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> what they like/dislike and are good at <p>Lesson 2:</p> <ul style="list-style-type: none"> what makes them special and how everyone has different strengths how their personal features or qualities are unique to them <p>Lesson 3:</p> <ul style="list-style-type: none"> how they are similar or different to others, and what they have in common to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe <p>Lesson 4:</p> <ul style="list-style-type: none"> how words and actions can affect how people feel why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable 	<p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference' – LINK TO PREVENT</p> <p>Use PPT from https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</p>

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			<p>Lesson 5:</p> <ul style="list-style-type: none"> • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-underwear-rule-resources</p>
Autumn 2	<p>Who is special to us?</p> <p>[RELATIONSHIPS]</p>	<p>L4, R1, R2, R3, R4, R5</p> <p>R6, R7, R8, R9, R25</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them <p>Lesson 2</p> <ul style="list-style-type: none"> • how families are all different but share common features – what is the same and different about them <p>Lesson 3:</p> <ul style="list-style-type: none"> • what their family members, or people that are special to them, do to make them feel loved and cared for • about different features of family life, including what families do/ enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried <p>Lesson 4:</p> <ul style="list-style-type: none"> • how to make friends with others • how people behave when they are being friendly and what makes a good friend <p>Lesson 5:</p> <ul style="list-style-type: none"> • how to recognise when they feel lonely and what they could do about it • how to resolve arguments that can occur in friendships 	

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	Everyone's Invited		<ul style="list-style-type: none"> • how to ask for help if a friendship is making them unhappy 	
Spring 1	<p>How can we look after ourselves?</p> <p>[HEALTH AND WELLBEING]</p>	<p>H1, H5, H6, H7, H10, H39 H28, H29, H30, H31, H32, H1, H2, H3, H4, H8, H9</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) <p>Lesson 2</p> <ul style="list-style-type: none"> • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy <p>Lesson 3</p> <ul style="list-style-type: none"> • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, • e.g. brushing teeth and hair, hand washing <p>lesson 4:</p> <ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health <p>Lesson 5:</p> <ul style="list-style-type: none"> • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun 	

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Spring 2	<p>Where does money come from and what can we do with it?</p> <p>[LIVING IN THE WIDER WORLD]</p>	<p>L10, L11, L12, L13</p> <p>L15, L16, L17, L7, L8</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • what money is - that money comes in different forms – cross curricular link : maths • how money is obtained (e.g. earned, won, borrowed, presents) <p>Lesson 2:</p> <ul style="list-style-type: none"> • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this <p>Lesson 3:</p> <ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community <p>Lesson 4:</p> <ul style="list-style-type: none"> • how people have different strengths and interests that enable them to do different jobs <p>Lesson 5:</p> <ul style="list-style-type: none"> • how people use the internet and digital devices in their jobs and everyday life cross curricular link: Computing 	
Summer 1	<p>How do we stay safe?</p>	<p>H33, H35, H36, R15, R20, L5, H28,</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people who can help them in different places and situations; <p>Lesson 2</p>	

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	<p>[HEALTH AND WELLBEING]</p> <p style="background-color: #90EE90; padding: 2px;">Everyone's Invited</p>	<p>H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p>	<ul style="list-style-type: none"> • how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say <p>Lesson 3</p> <ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them <p>Lesson 4</p> <ul style="list-style-type: none"> • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not <p>Lesson 5</p> <ul style="list-style-type: none"> • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them 	
<p>Summer 2</p>	<p>How can we look after each other and the world?</p>	<p>H26, H27, R21, R22,</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom 	

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	<p>[LIVING IN THE WIDER WORLD]</p> <p>How do we recognise our feelings?</p> <p>[RELATIONSHIPS]</p> <p>Everyone's invited</p>	<p>R24, R25, L2, L3</p> <p>H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H27</p>	<p>Lesson 2:</p> <ul style="list-style-type: none"> • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it <p>Lesson 3:</p> <ul style="list-style-type: none"> • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group <p>Lesson 4</p> <ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings <p>Lesson 5</p> <ul style="list-style-type: none"> • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour <p>Lesson 6</p> <ul style="list-style-type: none"> • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it 	
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Deer – Year 3 and 4

	Big Question	PoS Ref	Unit coverage	
Autumn 1	<p>How do we treat each other with respect?</p> <p>RELATIONSHIPS</p> <p>Everyone's Invited</p>	R10, R11, R13, R14, R17, R18, R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10	<p>Lesson 1</p> <ul style="list-style-type: none"> how to build good friendships, including identifying qualities that contribute to positive friendships how to build good friendships, including identifying qualities that contribute to positive friendships <p>Lesson 2:</p> <ul style="list-style-type: none"> how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded how to recognise if others are feeling lonely and excluded and strategies to include them that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences <p>Lesson 3:</p> <ul style="list-style-type: none"> how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	<p>https://plprimarystars.com/resources</p> <p>https://www.alzheimers.org.uk/get-involved/dementia-friendly-communities/dementia-teaching-resources</p>

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			<ul style="list-style-type: none"> • how people’s behaviour affects themselves and others, including online <p>Lesson 4:</p> <ul style="list-style-type: none"> • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities <p>Lesson 5 and 6</p> <ul style="list-style-type: none"> • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	
Autumn 2	<p>How do we stay safe?</p> <p>HEALTH AND WELLBEING</p>	H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29, H12,	<p>Lesson 1:</p> <ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers 	

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			<ul style="list-style-type: none"> • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law 	
Spring 1	<p>How do we make a community?</p> <p>LIVING IN THE WIDER WORLD</p> <p>PREVENT</p>	R32, R33, L6, L7, L8, L4, L5, L19, R34	<p>Lesson 1:</p> <ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. • friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school <p>Lesson 2:</p> <ul style="list-style-type: none"> • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them <p>Lesson 3:</p> <ul style="list-style-type: none"> • how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment 	<p>See https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2 – download the PDF and lesson PPT</p> <p>LINK TO PREVENT</p>

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			<p>Lesson 4:</p> <ul style="list-style-type: none"> • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues <p>Lesson 5:</p> <ul style="list-style-type: none"> • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way 	
Spring 2	<p>What strengths, skills and interests do we have?</p> <p>HEALTH AND WELLBEING</p>	H27, H28, H29, L25	<p>Lesson 1:</p> <ul style="list-style-type: none"> • how to recognise personal qualities and individuality <p>Lesson 2:</p> <ul style="list-style-type: none"> • to develop self-worth by identifying positive things about themselves and their achievements <p>Lesson 3:</p> <ul style="list-style-type: none"> • how their personal attributes, strengths, skills and interests contribute to their self-esteem <p>Lesson 4:</p> <ul style="list-style-type: none"> • how to set goals for themselves <p>Lesson 5:</p> <ul style="list-style-type: none"> • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking 	<p>https://plprimarystars.com/resources</p>

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<p>Summer 1</p>	<p>How can we manage our feelings?</p> <p>HEALTH AND WELLBEING</p> <p>Everyone's Invited</p>	<p>H17, H18, H19, H20, H23</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • how everyday things can affect feelings <p>Lesson 2:</p> <ul style="list-style-type: none"> • how feelings change over time and can be experienced at different levels of intensity <p>Lesson 3:</p> <ul style="list-style-type: none"> • the importance of expressing feelings and how they can be expressed in different ways <p>Lesson 4:</p> <ul style="list-style-type: none"> • how to respond proportionately to, and manage, feelings in different circumstances <p>Lesson 5:</p> <ul style="list-style-type: none"> • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings 	<p>*MA has some lovely books for this unit</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</p>
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<p>Summer 2</p>	<p>Why should we look after our bodies?</p> <p>HEALTH AND WELLBEING</p> <p>Everyone's Invited</p>	<p>H1, H2, H3, H4, H5, H6, H11, H14, H1, H2, H3, H4, H7, H8, H13</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods <p>Lesson 2:</p> <ul style="list-style-type: none"> • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these <p>how, when and where to ask for advice and help about healthy eating and dental care</p> <p>Lesson 3:</p> <ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing <p>Lesson 4:</p> <ul style="list-style-type: none"> • how lack of sleep can affect the body and mood and simple routines that support good quality sleep 	<p>*Cross curricular link to science</p>
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	<p>*Year 4</p> <p>How will we grow and change?</p>	<p>H31, H32, H34</p>	<ul style="list-style-type: none"> • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty <p>how to ask for advice and support about growing and changing and puberty</p>	
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Hedgehogs – Years 5 and 6

	Big Question	PoS Ref	Unit coverage	
Autumn 1	Where does our identity come from?	H25, H26, H27, R32, L9, H49, R34, L11, L12, L13, L14, L15, L16, L23	Lesson 1: <ul style="list-style-type: none"> • how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person’s identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) 	Look at https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-

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	<p>PREVENT</p>		<ul style="list-style-type: none"> • how individuality and personal qualities make up someone’s identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) <p>Lesson 2:</p> <ul style="list-style-type: none"> • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions <p>Lesson 3:</p> <ul style="list-style-type: none"> • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts <p>Lesson 4:</p> <ul style="list-style-type: none"> • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them 	<p>belonging-addressing-extremism-%E2%80%94-ks1-2</p> <p>Download PDF and lesson PPT from PHSE association</p> <p>LINK TO PREVENT</p> <p>Link to e-safety</p>
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			<ul style="list-style-type: none"> • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue <p>Lesson 5:</p> <ul style="list-style-type: none"> • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people’s decisions, taking into consideration different viewpoints 	
Autumn 2	What decisions can people make with money?	R34, L17, L18, L20, L21, L22, L24, L26, L27, L28, L29, L30, L31, L32	<p>Lesson 1:</p> <ul style="list-style-type: none"> • that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) <p>Lesson 2:</p> <ul style="list-style-type: none"> • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay <p>Lesson 3:</p> <ul style="list-style-type: none"> • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions <p>Lesson 4:</p>	Young enterprise unit before Christmas

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			<ul style="list-style-type: none"> • how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save <p>Lesson 5:</p> <ul style="list-style-type: none"> • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) • how to recognise what makes something ‘value for money’ and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people’s feelings and emotions 	
Spring 1	How can we look after our bodies?	H1, H3, H4, H46, H47, H48, H50, H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10	<p>Lesson 1:</p> <ul style="list-style-type: none"> • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal how laws surrounding the use of drugs exist to protect them and others • how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • why people choose to use or not use different drugs <p>Lesson 2:</p> <ul style="list-style-type: none"> • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is difficult to break 	

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			<ul style="list-style-type: none">• how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use• how to ask for help from a trusted adult if they have any worries or concerns about drugs <p>Lesson 3:</p> <ul style="list-style-type: none">• how mental and physical health are linked• how positive friendships and being involved in activities such as clubs and community groups support wellbeing• how to make choices that support a healthy, balanced lifestyle including:<ul style="list-style-type: none">» how to plan a healthy meal» how to stay physically active» how to maintain good dental health, including oral hygiene, food and drink choices» how to benefit from and stay safe in the sun» how and why to balance time spent online with other activities» how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep» how to manage the influence of friends and family on health choices <p>Lesson 4:</p> <ul style="list-style-type: none">• that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one• how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them <p>Lesson 5:</p>	
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			<ul style="list-style-type: none"> • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support 	
Spring 2	<p>How can we help in an accident or emergency?</p> <p>Everyone's Invited</p>	H43, H44	<p><i>First aid day</i></p> <ul style="list-style-type: none"> • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help Red Cross - Life. Live it Help save lives / Emergency action • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-live-it-primary-school-resources-red-cross</p> <p>https://lifeliveit.redcross.org.uk/</p>
Summer 1	<p>What will change as we become more independent?</p>	H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16	<p>Lesson 1:</p> <ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another <p>Lesson 2:</p> <ul style="list-style-type: none"> • how friendships may change as they grow and how to 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</p>

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	Also focus on SATs wellbeing		<p>manage this</p> <p>Lesson 3:</p> <ul style="list-style-type: none"> that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime <p>Lesson 4:</p> <ul style="list-style-type: none"> how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing 	
Summer 2	<p>How can friends communicate safely?</p> <p>Everyone's Invited</p>	R1, R18, R24, R26, R29, L11, L15	<p>Lesson 1:</p> <ul style="list-style-type: none"> about the different types of relationships people have in their lives how friends and family communicate together; how the internet and social media can be used positively <p>Lesson 2:</p> <ul style="list-style-type: none"> how knowing someone online differs from knowing someone face-to-face about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family <p>Lesson 3:</p> <ul style="list-style-type: none"> how to recognise risk in relation to friendships and keeping safe how to respond if a friendship is making them feel worried, unsafe or uncomfortable how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety <p><i>To be taught over at least 2 sessions – first focusing on facts,</i></p>	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/play-share</p> <p>https://parentzone.org.uk/legendshome</p>

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	<p>How do friendships change as we grow?</p> <p>SRE</p>	<p>H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p>	<p><i>second related to answering anonymous questions</i></p> <p><i>Age guidance for this lesson is 9-11 years, therefore it may benefit year 5's to also be present though we will need to look into it and consult with parents</i></p> <ul style="list-style-type: none"> • how puberty relates to growing from childhood to adulthood • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for • that there are ways to prevent a baby being made² • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this <p><i>²Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their age</i></p>	
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	Everyone's Invited			
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