

Relationship and Sex Education (RSE) Policy

September 2020

'You shall love your neighbour as yourself.' Matt 22v39

Introduction

The Christian faith has a lot to say about relationships. The perfect example of relationship is found in God, in the persons of the Trinity. This perfect relationship is reflected in the relationship, revealed in scripture, between God and humanity and sets out the basis of all good relationships.

The government's shift in the guidance on sex and relationship education to strengthen the work on relationships is welcomed by the Board of Education as this work is a core part of our wider work of helping children and young people to understand ways to live that are fulfilling and life giving.

Very often the message children receive is to be introspective and to concentrate of the value and acceptance of self, "This is me". Whilst this is important, the Christian faith explains that we learn more of who we are and our value through focussing on God and others.

*37 Jesus said to him, **"You shall love the LORD your God with all your heart, with all your soul, and with all your mind."***

38 This is the first and great commandment.

*39 And the second is like it: **'You shall love your neighbour as yourself.'***

40 On these two commandments hang all the Law and the Prophets."

Matthew 22v37-40

This passage should be the basis of all relationship education within a church school. We should model our relationships on obedience to this and understand our relationships through a deeper understanding of this command.

We will be offering as a faith school a positive vision of what sex and relationships on Christian faith in a God of love and faithfulness.

Our relationship with God is central, and knowing ourselves to be loved by God is a key part of being able to form healthy relationships.

The characteristics of positive relationships

Christian values in schools are based scripture, tradition and reason and should be used by schools as part of relationships education to underpin teaching on relationships at appropriate times.

Church schools, when approaching Relationship Education, **should draw on scripture that sets out clear guidance on relationships that applies equally to all.** Some of the qualities that aid good relationships are listed as the fruits of the spirit in Paul's letter to the Galatians.

"But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, 23 gentleness and self-control. Against such things there is no law."
Galatians 5v22-23

These fruits, when shown, enhance relationships and are qualities that adults and children should seek to show.

If this passage is coupled with Paul's letter to the Corinthians, we have another clear guide as to how we should relate to each other. *"Love is patient, love is kind. It does not envy, it does not boast, it is not proud. 5 It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. 6 Love does not delight in evil but rejoices with the truth. 7 It always protects, always trusts, always hopes, always perseveres. 8 Love never fails."* 1 Corinthian 13v4-8

For many years this passage has given a guide to how we should treat others and how we should seek to be. If we love our neighbour as our self, then what does love look like?

The love in the passage in Greek is agape love, which is the love God gives to humankind without condition. However, broadening this definition to think of selfless love helps us to define what love looks like within any relationship and allows us to judge the quality of love we encounter. Whether this is a friendship relationship, a family relationship or romantic relationship, these same qualities apply and are a useful measure as to whether someone is showing us selfless love. Of course, as humans we often fail to live out these high ideals but seeking to do so should be evident to others.

Certainly, this passage is important in helping children to understand whether a relationship is positive or not. The substituting of the word love for either your own name or that of others is a tool used by many Sunday School teachers to encourage reflections on relationships and how we and others relate to each other. Parables can also be a useful tool to unpick relationships and love as God intended. These include the Good Samaritan (Luke 10v 25-37), the unforgiving servant (Matt 18v21-35) and the speck and the log (Matt 7v1-5).

Therefore, parable teaching alongside our teaching of RSE could be very useful in teaching the meaning of selfless love and that to develop any type of relationship requires hard work and that forgiveness will often be a key aspect in sustaining a healthy relationship.

Family relationships

Within the statutory guidance there is the requirement to teach children that there are a range of family units that exist and that each of these should be valued, recognised and respected.

When discussing families, it is important to highlight that the qualities listed above are the qualities that apply to relationships within families and are the same qualities that make family relationships good.

Within teaching about family, it is important to affirm the families that children find themselves in irrespective of whether there are differing religious views about how God may view a particular family unit.

God's love for all people, as expressed in John 3v16, is a key message and should prevail along with clarity on the qualities that make good relationships. Our school will also share teaching on the Church of England when teaching about relationships:

- 1) view on marriage during these sessions, **but they must ensure that there are not implicit condemnations for other relationships, but a sharing of the church's view.** This would need to be age appropriate as determined by our consultation with staff and Governors and must be carefully handled. **In addition, when the Churches views on marriage are shared, then the state view of marriage must also be shared.**
- 2) One key message that should be shared with children in church schools is that of the family of God. This concept of the church as God's family means that we have many brothers and sisters in Christ and therefore should seek to treat each other as God would want. We will use the "what would Jesus do" WWJD bracelets for thinking how we relate as one family in Christ. Theologically, there are differences of view on who is in God's family but considering all to have the potential to be children of God and, therefore, all to potentially be part of the family of God is a useful way forward.

Friendships

When looking at friendships there are biblical passages that can help in the teaching of this area. **Jesus' relationship with his disciples can be a good first step**, particularly thinking about Jesus washing the feet of his disciples and the need to be a servant of others (John 13 v 1-17). Taking this concept of service further, it is possible to link with the above concept of all being potentially in the family of God and explore how we can be fulfilled in the service of others, "whoever wants to become great among you must be your servant, 44 and whoever wants to be first must be slave of all." (Mark 10v 43-44)

Equally, friendships are portrayed throughout the bible.

Some useful stories that support the teaching on friendship are:

- Jonathan and David - 1 Samuel 18v1-4, 19v1-7 o

Jonathan is prepared to lay down his life for David o Jonathan stands against his own father in the protection of David and what is right

- Ruth and Naomi - Ruth 1v16-18 o

Ruth pledges to stay and support Naomi in the most troubling times o She stays by her side even though she could have left for a better life herself

- Mary, Martha and Jesus - John 11v21-23 o

Jesus' empathy for his friends in their grief and shares in their pain even though he knew he would raise their brother. and they trust Jesus

- The paralysed man - Mark 2v1-12 o

The friends of the man were determined to help him to be healed. They collectively showed faith and were committed to doing all they could to help a friend in need.

Personal space, boundaries

The importance of children understanding that they are valued and loved and are precious in God's sight is an intrinsic part of children understanding that they have personal space, special bodies and should protect what is special to God.

The story of God's speaking "very good" over his creation, the incarnation of Jesus and the doctrine of the resurrection of the body all show a positive view of what it means to have bodies- to be embodied beings, with our bodies playing a part in God's purpose.

The bible is full of passages about the wonder of God's creation in humanity. Jeremiah 1v5 is a famous passage that speaks of the value of us all to God, "Before I formed you in the womb I knew you, before you were born I set you apart".

Children knowing that they are loved by God (John3v16) and that their bodies are temples of the Holy Spirit (1 Corinthians 6v19) can be an underlying principle which clarifies that children have rights over their body which nobody else has.

Statutory Guidance Summary

Under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, the government has made Relationships Education part of the basic curriculum for primary pupils and therefore compulsory at primary schools (including maintained schools and academies).

DfE advise that under the Education Act 2002, responsibility for the curriculum in a maintained school is shared between the Head and the board, and that the governing board and headteacher are required to exercise their functions with a view to securing that the curriculum for the school satisfies statutory requirements.

Under the regulations, the Secretary of State is required to give guidance to schools about the provision of Relationships Education and RSE. Schools must have regard to this statutory guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.

The **statutory guidance includes a section on Relationships Education** which makes clear that in primary schools the focus should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.

The guidance (pages 20-22) indicates what pupils should know by the end of primary school and makes clear that schools are free to determine how to deliver the content set out in the guidance, in the context of a broad and balanced curriculum. **The guidance on Sex Education remains unchanged in that primary schools can decide whether to teach beyond national curriculum science and, if so, what they will teach and when.**

The right to be excused applies to sex education only and applies as it has in the past. The guidance contains further information on the right to be excused from sex education (pg 17 of the statutory guidance). This document from the Diocesan Board of Education seeks to assist headteachers and governing boards of Church of England primary schools in carrying out their responsibilities and preparing for the introduction of Relationships Education and Sex Education from September 2020 (particularly for compulsory Relationships Education in primary schools). **Primary schools are not required to teach sex education beyond the requirements of the national curriculum for science. However, DfE recommend that primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.**

Primary schools that choose to teach sex education beyond the requirements of the national curriculum for science must:

- decide what it should consist of and how it should be organised,
- consult parents,
- keep a record of the board's decisions and
- allow parents who wish to do so to withdraw their child from sex education lessons.

Primary schools that choose not to teach sex education are advised to make this clear in a statement of policy, and to inform parents. The statutory guidance states that all schools must have in place a written policy for Relationships Education/RSE and must consult parents in developing and reviewing their policy. **Also, schools must ensure that the policy meets the needs of pupils and parents and reflects the community they**

serve. Therefore, any policy should be produced in consultation with parents and the wider community.

Once produced this policy must be on freely available to parents and a copy should be published on the school website.

The policy for Relationships Education should include:

- A definition of Relationships Education
- The subject content, how it is taught and who is responsible for teaching it
- How the subject is monitored and evaluated
- Information to clarify why parents do not have a right to withdraw their child from Relationships Education
- The date by which the policy will be reviewed

Compliance with the Equality Act

Within relationships education schools should comply with the public sector equality duty to ensure that there is not unlawful discrimination against pupils because of their protected characteristics. The guidance states that “schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive actions to build a culture where these are not tolerated” and that “staff have an important role to play in modelling positive behaviours”.

In church schools, leaders should be aware of the strength of feeling on matters of human sexuality and be clear that the law both protects the rights of some to hold a religious belief but also protects the rights of others to think and behave differently. Both must not be discriminated against directly or indirectly. We will hold discussions during staff training when implementing this policy.

Guidance for schools on the Equality Act can be found here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

The guidance states that, **“Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.**

Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.” Schools must discuss and agree, following consultation with their community and parents, what and when LGBT content should be taught. There is strong encouragement from government for primary schools to cover LGBT content and many schools will choose to do so. **However, schools are encouraged but not required.**

Decisions that governing boards take should be recorded in order to ensure that the reasons for taking such a decision are justifiable and in line with the views of stakeholders as part of the consultation. **It is important to note that the state view of marriage must be covered and without some content on LGBT, this may well seem incongruous.** If schools teach LGBT content, they should share alongside it the range of relevant religious views held whilst ensuring that all are respected in the views they hold even when these are very different. **Teaching on LGBT content must not be from a position of bias or influence, whether pro LGBT or against.** The likely places for sensible integration of LGBT content is within the work on ‘families and people who

care for me' and 'respectful relationships' at a time that school leaders feel is appropriate to the needs of the pupils, parents and community.

Issues and information for church schools

The guidance categorically states **that the religious background of pupils must be taken into account when planning the teaching programme so that topics are appropriately handled.** It also states that schools must ensure that they comply with the Equality Act 2010 in which religion and belief are amongst the protected characteristics. Therefore, for church schools there are some clear additional requirements which can be summarised as follows. Schools, at an appropriate time in the curriculum, should:

- Teach what the Church of England teaches on marriage.

Department for Education, Relationships education, Relationships and Sex education (RSE) and Health Education, (Department for Education, June 2019)

The Church of England affirms, according to our Lord's teaching, that marriage is in its nature a union permanent and lifelong, for better for worse, till death them do part, of **one man with one woman**, to the exclusion of all others on either side, for the procreation and nurture of children, for the hallowing and right direction of the natural instincts and affections, and for the mutual society, help and comfort which the one ought to have of the other, both in prosperity and adversity. Canon B30

- Teach that the legal view of marriage is that it represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- Teach that there are different views within the Christian church and the Church of England on same sex and heterosexual relationships.
- Allow balanced debate on issues seen as contentious whilst ensuring that all views are respected and that all individuals are valued for who they are.
- **Always be in line with the law.**

Guidance for Church of England Schools from the Church of England Education Office

The Church of England's vision for education, published in 2016, is deeply Christian, with Jesus' promise of "life in all its fullness" at its heart. The vision is for the common good of the whole community. The vision has four elements, including:

- educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth; and
- educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Working with parents/carers and the wider community

Under the Education and Inspections Act 2006, the governing board of a maintained school, in discharging its functions relating to the conduct of the school, **must have regard to any views expressed by the parents of registered pupils.**

Primary schools will wish to give careful consideration to the arrangements for consultation on their statement of policy on Relationships Education (and RSE if they choose to deliver sex education).

The statutory guidance on Relationships Education and RSE contains a section on working with parents/carers and the wider community, which includes the following:

- All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when. Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

<https://www.churchofengland.org/more/policy-and-thinking/our-views/family-marriage-and-sexuality> contains a variety of reports on same sex relationships and the debates within the church regarding them **(and that parents have the right to withdraw their child from sex education delivered as part of RSE).**

Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

Given the current situation with social distancing, it is going to be difficult to engage parents by talking about the content in school. However, we will place the information onto the school website and allow parents and the community time to look through this and allow for correspondence back to school on parental views of that we can take these views into consideration.

Policy

Vision

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At St John with St Augustine Church of England Primary School our relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do.

Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

Aims

The aims of relationship and sex education at St John with St Augustine CE Primary School are:

- To ensure Sex and Relationships Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for sexual relationship.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of sexuality and relationship.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- To know how to 'love your neighbour' even when we might disagree.

Statutory requirements

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education.

Policy Development and Review

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

1. Review – The PSHE Lead will gather all relevant information including relevant national, diocesan and local guidance.
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations
3. Governor consultation- Governors were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting (or respond to a questionnaire) about the policy
5. Pupil consultation
6. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy will be reviewed every 2 years using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

Definitions

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.

Sex Education is a programme of work that covers romantic relationships and sexual health.

Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

The Science curriculum covers human reproduction (see Science Policy)

Right to be excused from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher.

A copy of the withdrawal request will be placed in the pupil's educational record. The Headteacher will arrange a meeting to discuss the request with parents and, where appropriate the child, and take appropriate action.

Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance.

Curriculum Delivery of RSE

Appendix 1 outlines the curriculum overview for the school in relation to RSE showing which topics are taught in which years. In addition, the overview indicates where cross curricular work covers RSE content. All content is adapted to meet the needs of pupils with special educational needs or disabilities and where specific adaptations are needed, they are detailed in the overview.

Difficult questions & sensitive issues in relation to sex education

Our school's Relationship and Sex Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years. There are also sensitive or controversial topics (see below) over which some staff, parents and governors have reasonable concerns.

Our school has decided not to teach about or answer questions on:

**Rape
Oral sex
Exploitative or violent sexual practices
Incest
Abortion
Prostitution
Contraception
Masturbation
Sexual intercourse involving homosexual practices or foreplay
AIDS/HIV**

If a child asks a question on any topic listed in the above list, teachers will explain that this is a matter not dealt with in school, that the child should consult his/her parent for an answer. The school will normally seek to inform parents when such a question is asked.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

Roles and responsibilities

The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

Staff

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.
- Delivering RSE with sensitivity.
- Modelling positive attitudes to RSE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

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.

Pupils

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

Training

Staff are trained on the delivery of RSE.

Training log for this year has been:

Mr Proctor: Attended the PSHE RSE 1Decision course for the introduction of RSE

Miss Middleton:

SLT:

Teachers:

Curriculum Overview

Year Staff Member	Content	How it is taught
EYFS Miss Martin	Autumn 1 – Being me in my World - To understand how it feels to belong and that we are similar and different. - To recognise and manage my feelings. - To work with other to make school a good place to be. - To understand why it is good to be kind and use gentle hands. - To understand children's rights. - To learn what being responsible means.	Lessons will be taught through varied teaching styles depending on the set tasks. These include:
EYFS	Autumn 2 – Celebrating Differences - To identify something that I am good at and understand everyone is good at different things. - To understand that being different makes us special. - To know that we are all different but the same in some ways. - To say why I think my home is special to me. - To understand how to be kind to a friend. - To know which word to use to stand up for myself when someone says or does something unkind.	• PowerPoint presentations • Images • Debates • Texts • Physical resources • Song • Posters
EYFS	Spring 1 – Dreams and goals - To understand that if I persevere I can tackle challenges. - To talk about a time that I didn't give up. - To set a goal to work towards. - To use kind words to encourage people. - To understand that link between what I learn now and the job I might like to do when I am older. - To say how I feel when I achieve a goal and know what it means to be proud.	
EYFS	Spring 2 – Healthy Me - To understand that I need exercise to keep my body healthy. - To understand how moving and resting are good for my body. - To know which foods are healthy and not so healthy and can make healthy eating choices. - To know how to help myself go to sleep and understand why sleep is good for me. - To understand why washing my hands is important especially before I eat and after I go to the toilet. - To know what a stranger is and how to stay safe if a stranger approach me.	
EYFS	Summer 1 – Relationships - To identify some of the jobs I do in my family and how I feel like I belong. - To know how to make friends. - To know ways of solving problems and staying friends. - To understand the impact of unkind words. - To know how to use 'calm me' time to manage my feelings - To know how to be a good friend.	

EYFS	Summer 2 – Changing Me 1. To name parts of the body. 2. To talk about things that I can do and foods that I can eat to be healthy. 3. To understand that we all grow from babies to adults. 4. To express how I feel about moving to Year 1. 5. To talk about my worries and/or the things I am looking forward to about being in Year 1. 6. To share my memories of the best bits of this year in Reception.	
Year 1 Miss Middleton Year 1 Year 1 Year 1	Autumn 1 – Being me in my World 1. To know how to use my Jigsaw Journal. 2. To understand the rights and responsibilities as a member of my class. 3. To know that my views are valued and can contribute to the Learning Charter. 4. To recognise the choices that I make and understand the consequences. 5. To understand my rights and responsibilities within our Learning Charter. Autumn 2 – Celebrating Differences 1. To identify similarities between people in my class 2. To identify differences between people in my class. 3. To know what bullying is. 4. To know of people who I can talk to if I am feeling unhappy or being bullied. 5. To know how to make new friends. 6. To know ways that I am different to my friends. Spring 1 – Dreams and goals 1. To set simple goals. 2. To set a goal and work out how to achieve it. 3. To understand how to work well with a partner. 4. To tackle a new challenge and understand this may stretch my learning. 5. To identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them. 6. To talk about how I felt when I succeeded in a new challenge and how I celebrated it. Spring 2 – Healthy Me 1. To understand the different between being healthy and unhealthy and to know some ways to keep myself healthy. 2. To know how to make healthy lifestyle choices. 3. To know how to keep myself clean and healthy and to understand how germs can cause disease/illness. 4. To know that all household products including medicines can be harmful if not used properly. 5. To understand that medicines can help me if I feel poorly and know how to use them safely. 6. To know how to keep safe when crossing the road and think about people who can help me to stay safe. 7. To say why I think my body is amazing and identify some ways to keep it safe and healthy.	Lessons will be taught through varied teaching styles depending on the set tasks. These include: • PowerPoint presentations • Images • Debates • Texts • Physical resources • Song • Posters

Year 1	Summer 1 – Relationships - To identify the members of my family and understand that there are lots of different types of families. - To identify what being a good friend means to me. - To know appropriate ways of physical contact to greet my friends and know which ways I prefer. - To know who can help me in my school community. - To recognise my qualities as person and a friend. - To say why I appreciate someone who is special to me.	
Year 1	Summer 2 – Changing Me - To start to understand the life cycle of animals and humans. - To talk about things about me that have changed and some things about me that have stayed the same. - To say how my body has changed since I was a baby. - To identify the parts of the body that makes boys different to girls and can use the correct names for these: penis, testicles and vagina. (Exclude Vulva and anus when teaching) - To understand that every time I learn something new I change a little bit. - To talk about changes that have happened in my life.	
Year 2 Mrs McLeod	Autumn 1 – Being me in my World - To identify some of my hopes and fears for this year. - To understand the rights and responsibilities as a member of my class and school. - To listen to other people and contribute my own ideas about rewards and consequence. - To understand how following the Learning Charter will help me and others learn. - To recognise that the choices I make and understand the consequences.	Lessons will be taught through varied teaching styles depending on the set tasks. These include: • PowerPoint presentations • Images • Debates • Texts • Physical resources • Song • Posters
Year 2	Autumn 2 – Celebrating Differences - To understand that sometimes people make assumptions about boys and girls (stereotypes). - To understand that bullying is sometimes about difference. - To recognise what is right and wrong and know how to look after myself. - To understand that it is OK to be different from other people and to be friends with them. - To talk about ways that I am different from my friends.	
Year 2	Spring 1 – Dreams and goals - To choose a realistic goal and think about how I can achieve it. - To carry on persevering even when I find things difficult. - To recognise who I work well with and who is more difficult for me to work with. - To know how to work well in a group. - To talk about ways that I worked well within a group. - To know how to share success with other people.	
Year 2	Spring 2 – Healthy Me - To know what I need to keep my body healthy. - To know what relaxed means and to know some things that make me feel relaxed and some that make me feel stressed.	

Year 3	6. To talk about a time when my words affected someone's feelings and what the consequences were. Spring 1 – Dreams and goals 1. To talk about a person who has faced difficult challenge and achieved success. 2. To identify a dream/ambition that is important to me. 3. To enjoy facing new learning challenges and working out the best ways for me to achieve them. 4. To show that I am motivated and enthusiastic about achieving a new challenge. 5. To recognise obstacles which might hinder my achievements and to know steps that I can take to overcome them. 6. To evaluate my own learning process and to identify how it can be better next time.	
Year 3	Spring 2 – Healthy Me 1. To understand how exercise affects my body and know why my heart and lungs are such important organs. 2. To know that the amount of calories, fat and sugar I put into my body will affect my health. 3. To talk about my knowledge and attitude towards drugs. 4. To identify things, people and places that I need to keep safe from and to talk about strategies for keeping myself safe including who to go to for help. 5. To identify when somethings feel safe and unsafe. 6. To understand how complex my body is and how important it is to take care of it.	
Year 3	Summer 1 – Relationships 1. To identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. 2. To identify and put into practice some of the skills of friendships e.g. taking turns, being a good listener. 3. To know and use strategies for keeping myself safe online. 4. To explain how some of the actions and work of people around the world help and influence my life. 5. To understand how my needs and rights are shared by children around the world and to identify how our lives may be different. 6. To know how to express my appreciation to my friends and family.	
Year 3	Summer 2 – Changing Me 1. To understand that in animals and humans lots of changes happen between conception and growing up and that it is usually the female that carries the baby. 2. To identify how boy's and girls' bodies change on the outside during the growing up process. 3. To identify how boy's and girls' bodies change on the inside during the growing up process. 4. To recognise stereotypical ideas, I might have about parenting and family roles.	

Year 4 Miss Jesson	Autumn 1 – Being me in my World 1. To know that my attitudes and actions make a difference to the class team. 2. To understand who is in my school community and the roles they play. 3. To understand how democracy works through the school council. 4. To understand that my actions affect myself and others and to understand that I care about other people's feelings and try to empathise with them. 5. To understand how groups come together to make decisions. 6. To understand how democracy and having a voice benefits the school community.	Lessons will be taught through varied teaching styles depending on the set tasks. These include: • PowerPoint presentations • Images • Debates • Texts • Physical resources • Song • Posters
Year 4	Autumn 2 – Celebrating Differences 1. To understand that sometimes we make assumptions based on what people look like. 2. To understand what influence me to make assumptions based on how people look. 3. To know that sometimes bullying is hard to spot and to know what to do if I think it is going on but I am not sure. 4. To talk about why witnesses sometimes join in with bullying and sometimes don't tell. 5. To identify what is special about me and value the ways in which I am unique. 6. To talk about a time when my first impression of someone changed when I got to know them.	
Year 4	Spring 1 – Dreams and goals 1. I can talk about some of my hopes and dream. 2. I understand that sometimes hopes and dreams do not come true and that this can hurt. 3. I know that reflective on positive and happy experiences can help me to counteract disappointment. 4. To know how to make a new plan and set new goals even if I have been disappointed. 5. To know how to work out the steps to take to achieve a goal and how to do this successfully as part of a group. 6. To identify the contributions made by myself and other to the groups' achievement.	
Year 4	Spring 2 – Healthy Me 1. To recognise how different friendship groups are formed, how I fit into them and the friends I value the most, 2. To understand there are people who take on the roles of leaders of followers in a group and to know the role that I take on in different situations. 3. To understand the facts about smoking and its effects on health and some of the reasons people start to smoke. 4. To understand the facts about alcohol and its effect on health, particularly the liver, and some of the reasons people drink alcohol. 5. To recognise when people are putting me under pressure and to explain ways to resist this when I want. 6. To know myself well enough to have a clear picture of what I believe is right and wrong.	

Year 4	Summer 1 – Relationships 1. To recognise situations which can cause jealousy in my relationships. 2. To identify someone I love and express why they are special to me. 3. To talk about somebody I know that I no longer see. 4. To recognise how friendships, change, know how to make new friends and how to manage when I fall out with my friends. 5. To understand what having a boyfriend or girlfriend might mean and that it is a special relationship for when I am older. 6. To know how to show love and appreciation to the people and animals who are special to me.	
Year 4	Summer 2 – Changing Me From Year 3 curriculum: 1. To understand how babies grow and develop in the mother's uterus. 2. To understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. 3. To know why changes to boys' and girls' bodies and necessary so that their bodies can make babies when they grow up. From Year 4 curriculum: 1. To understand that some of my personal characteristics have come from my birth parents. 2. To correctly label the internal and external parts of male and female bodies that are necessary for making a baby. 3. To describe how a girl's body changes in order for her to be able to have babies when she is an adult and that menstruation is a natural part of this. 4. To know how the circle of changes works and can apply it to changes I want to make in my life. 5. To identify changes that have been made and may continue to be outside of my control that I learnt to accept. 6. I can identify what I am looking forward to when I move to a new class.	
Year 5 Mr Hollinshead Year 5	Autumn 1 – Being me in my World 1. To know that I can face new challenges positively and know how to set personal goals. 2. To understand my rights and responsibilities as a citizen of my country. 3. To understand my rights and responsibilities as a citizen of my country and as a member of my school. 4. To make choices about my own behaviour because I understand how rewards and consequences feel. 5. To understand how an individual's behaviour can impact on a group. 6. To understand how democracy and having a voice benefits the school community and know how to participate in this. Autumn 2 – Celebrating Differences 1. To understand that cultural difference sometimes cause conflict. 2. To understand what racism is. 3. To understand how rumour-spreading and name-calling can be bullying behaviours. 4. To explain the difference between direct and indirect types of bullying. 5. To compare my life with people in the developing world. 6. To understand a different culture from my own.	Lessons will be taught through varied teaching styles depending on the set tasks. These include: • PowerPoint presentations • Images • Debates • Texts • Physical resources • Song • Posters

Year 5	Spring 1 – Dreams and goals 1. To understand that I will need money to help me to achieve some of my dreams. (promoting also the growth mind-set approach) 2. To know about a range of jobs carried out by people I know and explore how much people earn in different jobs. 3. To identify a job I would like to do when grow up and understand what motivates me and what I need to do to achieve it. 4. To describe the dreams and goals of young people in a culture different to mine. 5. To understand that communicating with someone in a different culture means we can learn from each other and identify a range of ways that we can support each other. 6. To encourage my peers to support young people here and abroad to meet their aspirations and to suggest ways we might do this.	
Year 5	Spring 2 – Healthy Me 1. To know the health risks of smoking can to talk about how tobacco affects the lungs, liver and heart. 2. To know some of the risks with misusing alcohol, including anti-social behaviour and how it affects the liver and heart. 3. To know and use basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. 4. To understand how the media, social media and celebrity culture promotes certain body types. 5. To describe different roles food can play in people's lives and to explain how people can develop problems (disorders) relating to body pressures. 6. To know what makes a healthy lifestyle including healthy eating and the choices I need to make to be happy and healthy.	
Year 5	Summer 1 – Relationships 1. To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. 2. To understand that belonging to an online community can have positive and negative consequences. 3. To understand there are rights and responsibilities in an online community or social network. 4. To know there are rights and responsibilities when playing a game online. 5. To recognise when I am spending too much time using devices. 6. To explain how to stay safe when using technology to communicate with my friends.	
Year 5	Summer 2 – Changing Me From Year 4 curriculum: 1. To understand that some of my personal characteristics have come from my birth parents and this happens because I am made from the joining of their egg and sperm. From Year 5 curriculum: 1. To be aware of my own self-image and how my body image fit into that. 2. To explain how a girl's body changes during puberty and understand that importance of looking after yourself physically and emotionally. 3. To describe how boys' and girls' bodies change during puberty. 4. I can identify what I am looking forward to when I move to my next class.	

Year 6 Miss Jackson	Autumn 1 – Being me in my World 1. To identify my goals for this year, understand my fears and worried about the future and know how to express them. 2. To know that there are universal rights for all children but for many children these rights are not met. 3. To understand that my actions affect other people locally and globally. 4. To make choices about my own behaviour because I understand how rewards and consequences feel and understand how these relate to my rights and responsibilities. 5. To understand how an individual's behaviour can impact on a group. 6. To understand how democracy and having a voice benefits the school community.	Lessons will be taught through varied teaching styles depending on the set tasks. These include: • PowerPoint presentations • Images • Debates • Texts • Physical resources • Song • Posters
Year 6	Autumn 2 – Celebrating Differences 1. To understand that there are different perceptions about what normal means. 2. To understand how being different could affect someone's life. 3. To explain some of the ways in which one person or a group can have power over another. 4. To know some of the reasons why people use bullying behaviours. 5. To give examples of people with disabilities who lead amazing lives. 6. To explain ways in which difference can be a source of conflict and a cause for celebration.	
Year 6	Spring 1 – Dreams and goals 1. To know my learning strengths and to set challenging but realistic goals for myself. 2. To work out the learning steps that I need to take to reach my goal and to understand how to motivate myself to work on these. 3. To identify problems in the world that concern me and talk to other people about them. 4. To work with other people to help the world a better place. 5. To describe some ways in which I can work with other people to help make the world a better place. 6. To know what some people in my class like or admire about me and can accept their praise.	
Year 6	Spring 2 – Healthy Me 1. To take responsibilities for my health and make choices that benefit my health and well-being. 2. To know about different types of drugs and their uses and their effects on the body particularly the liver and heart. 3. To understand that some people can be exploited and made to do things that are against the law. 4. To know why some people join gangs and the risks this involves. 5. To understand what it meant to be emotionally well and to explore people's attitude towards mental health/illness. 6. To recognise stress and the triggers that cause this and to understand how stress can cause drug and alcohol misuse.	
Year 6	Summer 1 – Relationships 1. To know that it is important to take care of my mental health. 2. To know how to take care of my mental health. 3. To understand that there are different stages of grief and that there are different types of loss that cause people to grieve.	

Year 6	4. To recognise when people are trying to gain power or control. 5. To judge whether something online is safe and helpful for me. 6. To use technology positively and safely to communicate with my friends and family. s Summer 2 – Changing Me <i>From Year 5 curriculum:</i> 1. To understand that sexual intercourse can lead to conception and that is how babies are usually made. 2. To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). <i>From Year 6 curriculum:</i> 1. To be aware of my own self-image and how my body image fits into that. 2. To explain how boy's and girls' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. 3. To describe how a baby develops from conception through the nine months of pregnancy and how it is born. 4. To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. 5. To be aware of the importance of a positive self-esteem and what I can do to develop it. 6. To identify what I am looking forward to and what worries me about the transition to secondary school.	
----------------------	---	--

Records of:

Visitors:

Health professionals:

Monitoring: The Subject Leader will monitor the impact of teaching and learning of the RSE and PSHE curriculum through pupil questioning, talking to staff and work sampling.