



Relationships & Sex Education (RSE) Policy

Policy updated: October 2023
To be reviewed by: June 2026
Policy reviewed by Chair of Governors; to LGB

Version Control

Date	Change
October 2023	Policy changed as MAT policy updated. All Saint's RSE curriculum was devised in consultation with parents, pupils, Governors and Staff. An update to the 2020 publication Living in Love and Faith document journey was added.

**At All Saints' we are 'Children of God'.
We wear our crowns with pride.
Together, we are Included, Involved and Inspired.**

- 24 Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize.
25 Everyone who competes in the games goes into strict training. They do it to get a crown that will not last; but we do it to get a crown that will last forever.
26 So I run with purpose in every step.

1 Corinthians 9: 24-26

Vision Statement

*At All Saints' everyone is welcomed and **included**. Each individual is acknowledged and valued as an equal member of our school family and we form a community where we worship God together freely. We celebrate our inclusivity and are respectful of our differences.*

*Our emblem is a crown; we wear it with pride because it reminds us that we are working for a purpose. This means that we are **involved** in our learning and are determined to take whatever action is needed for us to be the best that we can be.*

*We seek a clearer understanding of the world and confidently imagine a better future. With our eyes fixed on this prize, we are **inspired** to be life-long learners and we want to inspire others too to make a difference in this world.*

Together · Included · Involved · Inspired

This policy covers our school's approach to the teaching, planning and resourcing of Relationships and Sex Education. It was produced through consultation with pupils, parents, governors and staff members.

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) 2019. Other documents that have informed this policy include the guidance document 'Deeply Christian, Serving the Common Good – The Church of England Vision for Education (2016); Statutory Inspection of Church of England and Methodist Schools – Inspection Schedule Strand 5 (2018); Sex and Relationship Education Guidance' (2000); 'The Education Act (1996); Supplementary Guidance SRE for the 21st Century (2014); The Equalities Act (2010), and Valuing All God's Children – The Church of England's report (2017). We recognise that issues relating to human identity, sexual orientation and marriage are sensitive and important. The Church of England is exploring them through the work of 'Living in Love and Faith' commissioned by the Archbishops and published in 2020. This journey continues for the church of England and can be found at www.churchofengland.org/resources/living-love-and-faith

Context

We aim to take a faith sensitive and inclusive approach to the requirement for RSE believing it will provide pupils with the knowledge that will enable them to navigate a world in which many will try and tell them how to behave, what to think and what do. It is our hope that the RSE curriculum will provide them with the skills to communicate their own views and make their own informed decisions. All RSE in a Church of England School should be set in a context which is consistent with the school's Christian ethos and values.

- RSE should be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.
- RSE should be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- RSE should reflect that sex is a gift from God as part of creation : a human longing for an intimate union.
- RSE should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture.
- Issues regarding human sexuality should be addressed sensitively.
- The exploration of reproduction and sexual behaviour within the Science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

Pupils are given the opportunity to explore their own attitudes, values and beliefs within the context of our Church of England school with its distinctive ethos centred in the teachings of Jesus Christ. Our hope is for each pupil from these teachings to develop a strong sense of morality which will guide their actions at the same time as exercising an understanding of the right of people to hold their own views within a framework of respect for others.

Principles

SRE should be based on the following principles encountered over a child's primary education:

- Children should learn the significance of committed relationships, including for Christians the sanctity of marriage, as key building blocks of community and society.
- Sex education includes learning about physical and emotional development.
- Sex education is part of a wider social, personal, spiritual and moral education process.
- Children should be taught to have respect for their own and other people's bodies.
- It is important to build positive relationships with others, involving trust and respect.
- Children need to learn how to keep themselves safe when using the internet and other forms of technology.
- Children need to be aware of responsible use of all forms of technology in order to respect the wellbeing and integrity of others.

Aims and Objectives for RSE

Our RSE programme is an integral part of our whole school PSHE education provision and our objectives are:

- To provide an environment in which children may develop a healthy self-esteem and respect for their bodies and the bodies of others.
- Strengthened by our Christian ethos, to develop a sense of personal identity that will reflect the child's growing ability to make good choices of behaviour and lifestyle. It

is our hope for each child's identity to be rooted in a deep understanding that they are loved by God and for this belief in their infinite worth to guide their decisions in life.

- To understand the nature of many types of personal relationships, including friendship, family relationships, love and conflict.
- To develop an understanding of the physical, emotional and sexual development of human beings leading to preparation for puberty.
- To provide an acceptable, accurate sexual vocabulary.
- To counter stereotypical gender attitudes.
- To develop communication skills – speaking, listening, negotiating and assertiveness.
- To provide the necessary knowledge and develop the skills required to enable children to keep themselves safe and understand that they have rights over their own body.
- To develop respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship or marriage.
- The characteristics of a healthy family life and that many families look different from their own.
- The importance of respecting others, even when they are very different from them.
- How people choose, make and maintain friendships.
- The rules and principles for keeping safe in friendships and relationships, including Online.

Organisation

Our RSE programme will be planned and delivered for all year groups following the whole school LiFE lesson curriculum plan and an overview of the learning in each year group can be found in Appendix I. Our programme, appropriate for each age group, has been reviewed and adapted in consultation between teachers and parent/carers. The needs and situations of individual parents' and classes' are always taken into account.

The teaching of all RSE is set within a clear, balanced and moral framework in which pupils are encouraged to consider the importance of responsibility, sensitivity, self-esteem, dignity, self-restraint, loyalty and fidelity. In line with the Equalities Act, RSE will be presented in such a way that all children will have equal opportunity to access the curriculum and support will be provided as necessary to pupils e.g those with SEND who may have difficulty accessing this subject.

Our RSE programme is inclusive of all learners and will be taught through a range of teaching methods and interactive activities such as question and answer boxes, problem page scenarios, story bag activities, pair and share work, circle time etc. High quality resources will support our RSE provision and this may include books, film clips, interactive whiteboard resources etc which will be used to support and promote understanding of the key objectives.

We teach RSE through different aspects of the curriculum. While we carry out the main sex education teaching in our LiFE lessons (Personal, Social and Health Education (PSHE)) we also teach some sex education through other subject areas (e.g. Science), where we feel that they contribute significantly to a child's knowledge and understanding of his, her or their own body, and how it is changing and developing. Student voice will be used to review and tailor our RSE programme to match the different needs of our pupils.

The Role of parents

The school is well aware that the primary role in children's sex education lies with parents and carers therefore we consult them on a regular basis as a way of monitoring the subject. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- inform parents about the school's RSE policy and practice;
- answer any questions that parents may have about the Relationships, Sex Education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

If they feel it necessary parents have the right to withdraw their child from part or entirety of the Sex Education taught curriculum that is not part of the Science curriculum, after consultation with the Headteacher. If a parent chooses to activate this right, they would have to assure the Headteacher that their child would receive this element of their education from an alternative source. Children may not be withdrawn from the relationship element of RSE.

We work closely with parents to ensure that they are fully aware of what is being taught and as part of our whole school approach to RSE parents are informed annually when these sessions may be taught and invited to view the materials and resources being used in lessons.

The role of the headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our relationships and sex education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. Visitors, professionals or parents, used as leaders of or contributors to RSE, must always abide by the school's RSE policy. They must never be left in control of a class, but must be accompanied at all times by a staff member.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection.

Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse.

- We will ensure a safe learning environment by agreeing ground rules as a class before the sessions take place.
- Teachers cannot offer or guarantee absolute confidentiality and pupils must be made aware of this.
- The best interests of pupils will always be maintained and they can be assured of this. If there is any possibility of abuse the school's Safeguarding and Child Protection procedure will be set in motion.
- The child will be informed first if confidentiality has to be broken and will then be supported as appropriate. Personal disclosures may take place at an inappropriate place or time. If this happens the teacher will bring the disclosure to an end as quickly as possible, but ensure that the child is spoken to again before the end of the school day in a more appropriate setting.
- Teachers will consult with the designated safeguarding lead and in his/her absence the deputy of any safeguarding or child protection concerns.

Review

The governing body reviews our Relationships Sex Education policy on an annual basis.

Appendix 1 (LiFE (PSHE & RSE) Curriculum Plan

INTENT					
<p>Through our PSHE curriculum which is known as Life lessons in school, children have the opportunity to develop skills that are needed for now and the future. The curriculum covers various topics including relationships, health and living in Britain and the wider world (in line with the statutory Relationships and Health Education 2019). In each topic, children also have the opportunity to develop their own individual skills for communication, resilience, decision making, assertiveness and self-motivation. As with other subjects, incorporated to the PSHE curriculum are our school values and Christian ethos. Our PSHE programme is also supported by the many extra-curricular activities provided in and out of school contexts.</p>					
Language	Britain	People	Faith	Migration	Creativity
<p>PSHE reflects the importance of spoken language in children across the whole curriculum. It provides a nurturing environment for children to share and reflect on their life experiences. It promotes healthy relationships with their peers and adults through effective communication and teaching. It also provides the space for children to speak openly and fosters a place of inclusivity by drawing on a range of family structures including LGBT.</p>	<p>The curriculum prepares children for the skills they need now and, in the future, including living in Britain. Embedded with British Values, PSHE provides an understanding of democracy, government and how laws are made and upheld in Britain and draws on comparisons with other countries. It promotes active citizenship so that children have the skills they need to play an active and healthy part in society. This is embedded with our Christian Values.</p>	<p>PSHE naturally reflects of a wide range of people children encounter; themselves, friends, family and wider community. Children explore safe and healthy relationships including those online. Children will explore aspirational people which could be in their family, community or wider world. Children will also identify who and how to ask for help including emergency services and safeguarding concerns.</p>	<p>The curriculum reflects our core values as a Christian school. Children have opportunities to explore different faith communities exploring the similarities of healthy and loving relationships, healthy lifestyles (including mental health) and development of their spiritual needs. Inclusivity of various family and relationship structures are taught in guidance of Church of England's Valuing all God's Children.</p>	<p>All Saints' has a vibrant, diverse, multi-cultural community where cultures and different religious characters are celebrated within our curriculum and wider opportunities (such as inter-faith week). Children are encouraged to share their family traditions and heritage from all around the whole. Additionally, children explore discriminations and the law at an age appropriate level.</p>	<p>Children have the opportunity to have a creative approach to expressing their learning e.g. role play, debates, mock elections, posters and artwork etc. Learning is evidenced using 'ibooks' which captures children's understanding and learning inclusive of children with SEN and EAL.</p>

Early Years (Ruby Class)

Physical Development	Personal, Social and Emotional Development	Living in the Wider World - including living in Britain
<p>Health & Self-Care</p> <ul style="list-style-type: none"> To know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. <p>Health and Prevention</p> <ul style="list-style-type: none"> The importance of, and how to, maintain personal hygiene. <p>Basic First Aid</p> <ul style="list-style-type: none"> To understand about the 'special people' who work in their community and who are responsible for looking after them and protecting them; including ways to get help and how to contact those special people when they need their help, including dialling 999 in an emergency. <p>Our Bodies</p> <ul style="list-style-type: none"> To begin to identify and correctly name body parts. 	<p>Self-Confidence and Self-Awareness</p> <ul style="list-style-type: none"> To be confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. <p>Making Relationships</p> <ul style="list-style-type: none"> To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children. <p>Being safe</p> <ul style="list-style-type: none"> How to ask for help for themselves or others, and to keep trying until they are heard. Who to go to if they are worried and how to attract their attention. 	<p>Shared Responsibilities</p> <ul style="list-style-type: none"> To begin to follow class rules and to understand how these rules help them. <p>Communities</p> <ul style="list-style-type: none"> To recognise ways in which they are all unique and the ways in which we are the same as all other people (including what it means to be British). <p>Environment</p> <ul style="list-style-type: none"> To begin to understand we live in Britain and to learn about their local, natural and built environments and begin to recognise we need to care for these. <p>Money</p> <ul style="list-style-type: none"> To begin to understand we need money to buy things. <p>Aspirations, Work & Career</p> <ul style="list-style-type: none"> To identify that everyone has different strengths.

Year 1 (Amber Class)

Health and Wellbeing	Relationships	Living in the Wider World - including living in Britain
<p>Mental Wellbeing</p> <ul style="list-style-type: none"> To communicate their feelings to others, to recognise how others show feelings and how to respond. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. <p>Internet Safety</p> <ul style="list-style-type: none"> That for most people the internet is an integral part of life and has many benefits. <p>Physical Health & Fitness</p> <ul style="list-style-type: none"> To recognise, and how to maintain, a healthy lifestyle including the benefits of physical activity. <p>Healthy Eating</p> <ul style="list-style-type: none"> To recognise a healthy diet and the importance of eating fruit and vegetables. <p>Health and Prevention</p> <ul style="list-style-type: none"> The importance of, and how to, maintain personal hygiene. <p>Basic First Aid</p> <ul style="list-style-type: none"> To understand about the 'special people' who work in their community and who are responsible for looking after them and 	<p>Families and people who care for me</p> <ul style="list-style-type: none"> Families are important for children growing up because they can give love, security and stability. To recognise they belong to different groups and communities, such as family and school. <p>Caring friendships</p> <ul style="list-style-type: none"> How important friendships are in making us feel happy and secure and how people choose and make friends. Identify their special people (family, friends, and carers), what makes them special and how special people should care for one another. <p>Respectful relationships</p> <ul style="list-style-type: none"> Recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. Identify similarities and differences between people. Begin to understand good manners. <p>Online relationships</p> <ul style="list-style-type: none"> To begin to recognise that they share a responsibility to keep themselves and 	<p>Shared Responsibilities</p> <ul style="list-style-type: none"> To help construct, and agree to follow class rules and to understand how these rules help them. To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (which is part of living in Britain). <p>Communities</p> <ul style="list-style-type: none"> To recognise ways in which they are all unique; understand that there has never been and will never be another 'them'. To understand the ways in which we are the same as all other people (including what it means to be British); what we have in common with everyone else. <p>Environment</p> <ul style="list-style-type: none"> To understand we live in Britain and to learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). <p>Digital Literacy & Media</p>
<p>protecting them; including ways to get help and how to contact those special people when they need their help, including dialling 999 in an emergency.</p> <p>Our Bodies</p> <ul style="list-style-type: none"> Identify and correctly name body parts including penis and vulva. 	<p>others safe, when to say 'yes', 'no', 'I'll ask or tell'.</p> <p>Being safe</p> <ul style="list-style-type: none"> How to ask for help for themselves or others, and to keep trying until they are heard. Who to go to if they are worried and how to attract their attention. 	<ul style="list-style-type: none"> To learn about how the internet and digital devices can be used safely to find things out and to communicate with others. <p>Money</p> <ul style="list-style-type: none"> To learn that money comes from different sources and can be used for different purposes, including spending and saving. <p>Aspirations, Work & Career</p> <ul style="list-style-type: none"> To understand that jobs help people to earn money to pay for things. To identify that everyone has different strengths.

Year 2 (Topaz Class)

Health and Wellbeing	Relationships	Living in the Wider World - including living in Britain
<p>Mental Wellbeing</p> <ul style="list-style-type: none"> To recognise good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. <p>Internet Safety</p> <ul style="list-style-type: none"> Where and how to report concerns and get support with issues online. <p>Physical Health & Fitness</p> <ul style="list-style-type: none"> To recognise, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest and healthy eating. <p>Healthy Eating</p> <ul style="list-style-type: none"> The principles of planning and preparing a range of healthy meals. <p>Health & Prevention</p> <ul style="list-style-type: none"> To recognise that household products, including medicines, can be harmful if not used properly. To recognise the importance of personal hygiene and germs including bacteria, 	<p>Families and people who care for me</p> <ul style="list-style-type: none"> Characteristics of healthy family life and the importance of spending time together. How to recognise if family and other relationships are making them feel unhappy or unsafe and who to talk to if they need support. <p>Caring friendships</p> <ul style="list-style-type: none"> To recognise what is kind and unkind behaviour and that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <p>Respectful relationships</p> <ul style="list-style-type: none"> To recognise that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed). To resist teasing and bullying, if they experience or witness it, whom to go to and how to get help. 	<p>Shared Responsibilities</p> <ul style="list-style-type: none"> To learn how they can contribute to the life of the classroom and school. To build on prior learning about rules and responsibilities (including their bodies, others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed). <p>Communities</p> <ul style="list-style-type: none"> For pupils to learn that they belong to various groups and communities such as family and school (living in Britain). <p>Digital Literacy & Media</p> <ul style="list-style-type: none"> To learn about the role of the internet in everyday life. To understand that not all information seen online is true. <p>Environment</p> <ul style="list-style-type: none"> To build on prior learning about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). <p>Money</p>
<p>viruses, how they are spread and treated, and the importance of handwashing.</p> <p>Basic First Aid</p> <ul style="list-style-type: none"> To understand about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialing 999 in an emergency. <p>Our Bodies</p> <ul style="list-style-type: none"> Identify and correctly name body parts including penis and vulva. Identify the similarities and differences between boys and girls. 	<p>Online relationships</p> <ul style="list-style-type: none"> To begin to recognise how information is shared and used online. Rules for ways to keep safe and responsible when using ICT and online safety. <p>Being safe</p> <ul style="list-style-type: none"> The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. To recognise that each person's belong to them, and the differences between appropriate and inappropriate or unsafe physical contact. 	<ul style="list-style-type: none"> To learn about the difference between needs and wants; that sometimes people may not always be able to have the things they want. To understand that money needs to be looked after; different ways of doing this. <p>Aspirations, Work & Career</p> <ul style="list-style-type: none"> To identify different jobs that people they know or people who work in the community do. To learn about some of the strengths and interests someone might need to do different jobs.

Year 3 (Emerald Class)

Health and Wellbeing	Relationships	Living in the Wider World including living in Britain
<p>Mental Wellbeing</p> <ul style="list-style-type: none"> To recognise what positively and negatively affects their physical, mental and emotional health. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. <p>Internet Safety</p> <ul style="list-style-type: none"> To recognise the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. <p>Physical Health & Fitness</p> <ul style="list-style-type: none"> To recognise the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking to school etc. <p>Healthy Eating</p> <ul style="list-style-type: none"> To recognise opportunities and develop skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. 	<p>Families and people who care for me</p> <ul style="list-style-type: none"> To recognise that others' families, either in school or in the wider world, sometimes look different from their family (including adopted, foster and same sex parent families), but that they should respect those differences and know that other children's families are also characterised by love and care. <p>Caring friendships</p> <ul style="list-style-type: none"> How important friendships are in making us feel happy and secure and how people choose and make friends. Identify their special people (family, friends, and carers), what makes them special and how special people should care for one another. <p>Respectful relationships</p> <ul style="list-style-type: none"> Recognise the importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs. Recognise bullying and abuse in all forms (including prejudice-based bullying both in person, online and through social media). 	<p>Shared Responsibilities</p> <ul style="list-style-type: none"> To recognise reasons for rules and laws; consequences of not adhering to rules and laws. To recognise there are human rights, that are there to protect everyone. <p>Communities</p> <ul style="list-style-type: none"> About the different groups that make up their community; what living in a community means. To value the different contributions that people and groups make to the community including the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. <p>Digital Literacy & Media</p> <ul style="list-style-type: none"> To learn how to assess the reliability of sources of information online; and how to make safe, reliable choices from search result. To recognise ways in which the internet and social media (including age restrictions) can be used both positively and negatively.
<p>Health & Prevention</p> <ul style="list-style-type: none"> The importance of hygiene and how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. <p>Basic First Aid</p> <ul style="list-style-type: none"> Concepts of basic first-aid, for example dealing with common injuries. Know how to make a clear and efficient call to the emergency services if necessary. <p>Changing Bodies</p> <ul style="list-style-type: none"> Basic facts about changing bodies, from babies to adulthood. 	<p>Online relationships</p> <ul style="list-style-type: none"> To begin to recognise that they share a responsibility to keep themselves and others safe, when to say 'yes', 'no', 'I'll ask or tell'. Strategies for keeping safe online, the importance of protecting personal information, including passwords, addresses and images. <p>Being safe</p> <ul style="list-style-type: none"> How to ask for help for themselves or others, and to keep trying until they are heard. Who to go to if they are worried and how to attract their attention. How to report concerns or abuse, and the vocabulary and confidence needed to do so. 	<p>Environment</p> <ul style="list-style-type: none"> To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. <p>Money</p> <ul style="list-style-type: none"> To learn about the different ways to pay (credit & debit) for things and the choices people have about this. To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. <p>Aspirations, Work & Career</p> <ul style="list-style-type: none"> To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. To identify that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.

Year 4 (Sapphire Class)

Health and Wellbeing	Relationships	Living in the Wider World including living in Britain
<p>Mental Wellbeing</p> <ul style="list-style-type: none"> To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain their feelings. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. <p>Internet Safety</p> <ul style="list-style-type: none"> To consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. To recognise why social media, some computer games and online gaming, for example, are age restricted. <p>Physical Health & Fitness</p> <ul style="list-style-type: none"> To recognise the risks associated with an inactive lifestyle (including obesity). <p>Healthy Eating</p> <ul style="list-style-type: none"> To recognise the characteristics of a poor diet and risks associated with unhealthy eating (including obesity and tooth decay). <p>Health & Prevention</p>	<p>Families and people who care for me</p> <ul style="list-style-type: none"> To recognise that stable, caring relationships, which may be of different types, are at the heart of happy families are also characterised by love and care (this includes same sex relationships). <p>Caring friendships</p> <ul style="list-style-type: none"> To recognise that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. <p>Respectful relationships</p> <ul style="list-style-type: none"> To recognise the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. <p>Online relationships</p> <ul style="list-style-type: none"> To begin to recognise that people sometimes behave differently online, including by pretending to be someone they are not. 	<p>Shared Responsibilities</p> <ul style="list-style-type: none"> To learn about the relationship between rights and responsibilities (which includes Rule of Law and Individual Liberty). To consider the lives of people living in other places around the world, and people with different values and customs (identifying the similarities and differences with living in Britain). <p>Communities</p> <ul style="list-style-type: none"> To learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities (including national, regional, religious and ethnic identities in Britain). To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. <p>Environment</p> <ul style="list-style-type: none"> To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (Fair Trade).
<ul style="list-style-type: none"> To recognise the importance of dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. <p>Basic First Aid</p> <ul style="list-style-type: none"> Concepts of basic first-aid, for example dealing with common injuries. Know how to make a clear and efficient call to the emergency services if necessary. <p>Changing Bodies</p> <ul style="list-style-type: none"> Key facts about their changing bodies as they approach puberty (hair growth, changing shapes, breast development and emotional changes). 	<ul style="list-style-type: none"> Identify people who are responsible for helping them stay safe online. <p>Being safe</p> <ul style="list-style-type: none"> How to recognise and report feelings of being unsafe or feeling bad about any adult. The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it's right to 'break a confidence' or 'share a secret' / how to recognise and report feelings of being unsafe or feeling bad about any adult. 	<p>Digital Literacy & Media</p> <ul style="list-style-type: none"> To learn about some of the different ways information and data is shared and used online, including for commercial purposes. To understand about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information. <p>Money</p> <ul style="list-style-type: none"> To recognise that people make spending decisions based on priorities, needs and wants. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT). <p>Aspirations, Work & Career</p> <ul style="list-style-type: none"> To understand about stereotypes in the workplace and that a person's career aspirations should not be limited by them. To learn about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

Year 5 (Amethyst Class)

Health and Wellbeing	Relationships	Living in the Wider World including living in Britain
<p>Mental Wellbeing</p> <ul style="list-style-type: none"> To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). <p>Internet Safety</p> <ul style="list-style-type: none"> That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. <p>Physical Health & Fitness</p> <ul style="list-style-type: none"> Importance of regular exercise and the positive affects it has on their physical, mental and emotional health. <p>Healthy Eating</p> <ul style="list-style-type: none"> To recognise which, why and how, commonly available substances and drugs (including alcohol, tobacco and energy drinks) can damage their immediate and future health. 	<p>Families and people who care for me</p> <ul style="list-style-type: none"> To recognise that marriage (including civil partnership) represents a formal and legally recognised commitment of two people to each other which is intended to be life-long. <p>Caring friendships</p> <ul style="list-style-type: none"> How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed. <p>Respectful relationships</p> <ul style="list-style-type: none"> The importance of permission-seeking and giving in relationships with friends, peers and adult. To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have a right to privacy. <p>Online relationships</p> <ul style="list-style-type: none"> To recognise that the same principles apply online as to face-to-face relationships, including the importance of 	<p>Shared Responsibilities</p> <ul style="list-style-type: none"> For pupils to learn why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules. To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. <p>Communities</p> <ul style="list-style-type: none"> The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. To understand about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotype. <p>Environment</p> <ul style="list-style-type: none"> To identify ways of carrying out shared responsibilities for protecting the
<p>Health & Prevention</p> <ul style="list-style-type: none"> To understand about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. The facts and science relation to immunisation and vaccination. <p>Basic First Aid</p> <ul style="list-style-type: none"> Concepts of basic first-aid, for example dealing with common injuries. Know how to make a clear and efficient call to the emergency services if necessary. <p>Changing Bodies</p> <ul style="list-style-type: none"> Key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes. Key facts about the menstrual cycle including wellbeing. 	<p>respect for others including when they are anonymous.</p> <ul style="list-style-type: none"> To recognise how images in the media (and online) do not always reflect reality. <p>Being safe</p> <ul style="list-style-type: none"> How to manage requests for things (including images of themselves and others); what is and is not appropriate to ask for (including from adults); who to talk to if they feel uncomfortable. 	<p>environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</p> <p>Digital Literacy & Media</p> <ul style="list-style-type: none"> To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. <p>Money</p> <ul style="list-style-type: none"> For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. To identify there are different ways to keep track of money including about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. <p>Aspirations, Work & Career</p> <ul style="list-style-type: none"> To understand that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. To learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.

Year 6 (Diamond Class)

Health and Wellbeing	Relationships	Living in the Wider World including living in Britain
<p>Mental Wellbeing</p> <ul style="list-style-type: none"> How to make informed choices (including choices that have positive, neutral and negative consequences) and develop a concept of a 'balanced lifestyle'. It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. <p>Internet Safety</p> <ul style="list-style-type: none"> How to be a discerning consumer of information, including that from search engines is ranked, selected and targeted. <p>Physical Health & Fitness</p> <ul style="list-style-type: none"> To recognise the importance of taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers. <p>Healthy Eating</p>	<p>Families and people who care for me</p> <ul style="list-style-type: none"> How to recognise if family relationships are making them feel unhappy or un-safe and how to seek help or advice from others if needed. <p>Caring friendships</p> <ul style="list-style-type: none"> How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed. <p>Respectful relationships</p> <ul style="list-style-type: none"> What is a stereotype is, and how stereotypes can be unfair, negative or destructive. To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. <p>Online relationships</p> <ul style="list-style-type: none"> To critically consider their online friendships and sources of information 	<p>Shared Responsibilities</p> <ul style="list-style-type: none"> To understand about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices. To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM). <p>Communities</p> <ul style="list-style-type: none"> To learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experience.
<ul style="list-style-type: none"> To recognise which, why and how, commonly available substances and drugs can damage their immediate and future health; that some are restricted and some are illegal to own, use and give to others. <p>Health & Prevention</p> <ul style="list-style-type: none"> The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. <p>Basic First Aid</p> <ul style="list-style-type: none"> Concepts of basic first-aid, for example dealing with common injuries. Know how to make a clear and efficient call to the emergency services if necessary. <p>Changing Bodies</p> <ul style="list-style-type: none"> Key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes. Key facts about human reproduction. 	<p>including awareness of the risks associated with people they have never met.</p> <p>Being safe</p> <ul style="list-style-type: none"> How to manage requests for things (including images of themselves and others); what is and is not appropriate to ask for (including from adults); who to talk to if they feel uncomfortable. 	<p>Environment</p> <ul style="list-style-type: none"> To identify ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). <p>Digital Literacy & Media</p> <ul style="list-style-type: none"> To understand about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation. <p>Money</p> <ul style="list-style-type: none"> To learn about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations. To identify the ways that money can impact on people's feelings and emotions. <p>Aspirations, Work & Career</p> <ul style="list-style-type: none"> To identify the kind of job that they might like to do when they are older. To recognise a variety of routes into careers (e.g. college, apprenticeship, university).

Science Aspects of RSE

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Mini-beasts: life cycle of a frog/butterfly.</p> <p>2. Caring for wild birds in winter – what do they need?</p> <p>3. All about me: staying healthy and our bodies.</p>	<p>1. Bathing a baby (naming the differences between males and females), draw and label basic body parts of the human body and say which parts of the body are associated with each sense.</p> <p>2. Caring for an animal – need food, water, shelter.</p> <p>2. Notice that animals, including humans, have offspring which grow into adults (baby, toddler, child, teenager and adult).</p>	<p>1. Recap language of body parts from Year 1.</p> <p>3. Find out about and describe the basic needs of animals, including humans, for survival.</p>	<p>1. How does my body change (physically) from a baby to adult? Building on language from Year 2.</p> <p>2. Identify that humans and some other animals have skeletons and muscles for support, protection and movement (link to movement/support of babies to adults).</p>	<p>1. Preparing for puberty – hair growth and physical changes to my body.</p> <p>2. The same but different – people change at different times (when your body is ready).</p>	<p>1. Describe the changes as humans develop to old age – including through puberty and male and female reproductive organs.</p>	<p>1. Human life cycle including reproduction and conception (how life begins).</p> <p>2. What makes people decide to have a baby (reference to Christian values and the importance of a loving and caring relationship).</p>

RSE Vocabulary (in Year Groups)

Year 1	Year 2	Years 3 & 4	Years 5 & 6
<p>Vulva</p> <p>Penis</p>	<p>Vulva</p> <p>Penis</p> <p>Testicles (if discussed)</p>	<p>Vulva</p> <p>Penis</p> <p>Testicles</p> <p>Breasts</p> <p>Nipples</p> <p>Pubic Hair</p> <p>Puberty</p> <p>Body Odour</p>	<p>Vulva</p> <p>Clitoris</p> <p>Penis</p> <p>Testicles</p> <p>Breasts</p> <p>Nipples</p> <p>Pubic Hair</p> <p>Puberty</p> <p>Body Odour</p> <p>Sperm</p> <p>Womb and Uterus</p> <p>Eggs/Ovum</p> <p>Ovulation</p> <p>Period (Menstruation)</p> <p>Erection</p> <p>Ejaculation</p> <p>Semen</p> <p>Wet Dream</p> <p>Hormones</p> <p>Sexual intercourse</p> <p>Pregnancy</p> <p>Amniotic fluid & sac</p> <p>Umbilical cord</p> <p>Placenta</p> <p>Cervix</p>

