

# PSHE, RSE and Mental Health and Wellbeing Policy

## Curriculum Content

PSHE focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate relationship and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

## Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to

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

See table below for the content laid out in the DfE Guidance:

<p>Families</p> <p>PSHE Matters Units: Relationships Year 1, Year 3, Year 5</p>	<ul style="list-style-type: none"><li>● That families are important for children growing up because they can give love, security and stability</li><li>● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li><li>● That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li><li>● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li><li>● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
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<p>Caring Relationships</p> <p>PSHE Matters Units: Relationships Year 1, Year 3, Year 5 And Difference and Diversity</p>	<ul style="list-style-type: none"><li>● How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li></ul>
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<p>Year 1, Year 3, Year 5 Being Me Year 2, Year 4, Year 6</p>	<ul style="list-style-type: none"> <li>● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
<p>Respectful Relationships  PSHE Matters units: Bullying Matters Year 1, Year 3, Year 5 Being Safe units: Year 2, Year 4, Year 6</p>	<ul style="list-style-type: none"> <li>● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● The conventions of courtesy and manners</li> <li>● The importance of self-respect and how this links to their own happiness</li> <li>● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
<p>Online Relationships PSHE Matters Units: Growing Up and Being Safe Year 2, Year 4, Year 6</p>	<ul style="list-style-type: none"> <li>● That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>● How information and data is shared and used online</li> </ul>
<p>Being safe PSHE Matters Units: Being Safe Year 2, Year 4, Year 6</p>	<ul style="list-style-type: none"> <li>● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>● How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>● How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>● How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>● Where to get advice e.g. family, school and/or other sources</li> </ul>

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating

- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

See table below for the content laid out in the DfE Guidance:

<p>Mental wellbeing</p> <p>PSHE Matters Units: Exploring Emotions Year 1, Year 3, Year 5</p>	<ul style="list-style-type: none"> <li>● Mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>● There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>● How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>● How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>● The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>● Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>● Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>● Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>● 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).</li> <li>● 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.</li> </ul>
<p>Internet safety and harms</p> <p>E-safety work in Computing and PSHE Matters units: Being Safe Year 2, Year 4, Year 6</p> <p>Bullying Matters Year 1, Year 3, Year 5</p>	<ul style="list-style-type: none"> <li>● For most people the internet is an integral part of life and has many benefits.</li> <li>● About 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.</li> <li>● How 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.</li> <li>● Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>● 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.</li> <li>● How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>● Where and how to report concerns and get support with issues online</li> </ul>
<p>Physical Health and Fitness</p> <p>PE lessons and PSHE Matters Units: Being Healthy Year 1, Year 3, Year 5</p>	<ul style="list-style-type: none"> <li>● The characteristics and mental and physical benefits of an active lifestyle.</li> <li>● The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>● The risks associated with an inactive lifestyle (including obesity).</li> <li>● How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<p>Health Eating</p> <p>D&amp;T Food units, Science units in Year 2 Fighting Fit 9 Healthy Eating), Year 4</p> <p>Animals including humans (Teeth &amp; Digestion)</p>	<ul style="list-style-type: none"> <li>● What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>● The principles of planning and preparing a range of healthy meals.</li> <li>● The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>

<p>Drugs alcohol and tobacco PSHE Matters units: Drug Education Year 2, Year 4, Year 6</p>	<ul style="list-style-type: none"> <li>● The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<p>Health and Prevention D&amp;T Food units, Science units in Year 2 Fighting Fit (including Healthy Eating), Year 4 Animals including humans (Teeth &amp; Digestion) PSHE Matters unit Being Healthy Year 1, Year 3, Year 5.</p>	<ul style="list-style-type: none"> <li>● How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>● About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>● The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>● About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>● About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>● The facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<p>Basic First Aid Reception: People who help us Then KS2 St John's Ambulance lessons</p>	<ul style="list-style-type: none"> <li>● How to make a clear and efficient call to emergency services if necessary.</li> <li>● Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<p>Changing adolescent body PSHE Matters units: Growing Up Year 2, Year 4, Year 6 Exploring Emotions Year 5 Science lessons on RSE for Year 4, Year 5 and Year 6</p>	<ul style="list-style-type: none"> <li>● Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11 including physical and emotional changes.</li> <li>● About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

## Health Education

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## Delivery

Health education is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education (PSHE) curriculum, science curriculum, Physical Education (PE), computing and some aspects are included in religious education (RE).

Pupils will mainly be taught in their class groups. Single gender lessons may be used as deemed appropriate by the school e.g. about the changing body. It is important to note that although separated groups may have different activities, the messages and information they receive will be consistent. It is important that children learn about all changes not just their own.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

In addition, teachers will:

- Deliver a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements.
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensure they do not express personal views or beliefs when delivering the programme.
- Model positive attitudes to relationships and health education.
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

## Planning

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### Long Term Plan

Year group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y1	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Y2	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe
Y3	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Y4	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe
Y5	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Y6	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe

## Medium Term Plan



**Upper Key Stage 2**  
**Exploring Emotions**

**Core Themes: Relationships: R1, R7, R12**  
**Health and Wellbeing: H6, H7**

**Learning**

- R1 - Recognising a wider range of feelings in others and how to respond appropriately.
- R7 - Recognising that their actions can affect themselves and others.
- R12 - Developing strategies to resolve disputes.
- H6 - Deepening their understanding of good and not so good feelings.
- H7 - Extending emotional vocabulary.

**Activities**

- 1. Introduce pictures from the film 'Inside Out' produced by Pixar (2015). Ask the class if they can name any of the characters. Which character is your favourite and why? Before we begin to be naming different feelings. Present the class with an A2 size (see page 87) and ask them to paint to make a list of all the emotions they can think of. Explain that they can include more than one emotion for each letter. As a happy exercise, after the time is up, ask the class to count how many they have named. Using two different colours ask the class to highlight emotions that feel good and in another colour not so good. Do they agree? Share and compare. Why don't some feelings feel good? Why is being able to name emotions important? Naming emotions is important because... (H6)
- 2. Display the word 'embarrassed' on the board. Ask the children to describe about situations that a child of their age might feel embarrassed. Share ideas.

**Warm Up and End Game**

**Buildy Beedly**

Group children around the circle; say how they must be joined, e.g. Finger-to-finger. Children carry out instructions. What did they enjoy?

Plans are taken from the PSHE scheme of work for each specific year group. Topics are selected in line with the LTP to ensure progression over time and coverage across all areas.

## Short Term Plan

Teachers write their own unit plans using the Short-term Planning template provided. Work is recorded through photographs, journeys and written tasks as appropriate.

## Questions

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations and refer to the PSHE lead.

Teachers will apply the following principles:

- Clear ground rules will be established and set out for each session
- Pupil questions will be encouraged and opportunities to ask questions openly and in private eg. post it notes/question boxes will be provided
- Clarity about the topics being taught will be shared with pupils
- If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's discussion and will discuss later.
- Individual questions may be answered by the teacher at the end of the session.
- Some questions may be referred to the child's parents to provide an answer; in these circumstances the class teacher will make contact.

All staff members at the school will undergo training on a yearly basis to ensure they are up-to-date with the relationship and health education programme and associated issues.

Members of staff responsible for teaching the subjects will undergo further training led by the PSHE subject leader, to ensure they are fully equipped to teach the subject effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme.

## Equality and accessibility

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The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against:

- Women/girls and men/boys
- People of different races
- Disabled people
- People with different religions or beliefs or with no religion or belief
- People of different ages
- Lesbian, gay and bisexual and straight people
- People who have changed their sex

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

The curriculum will be taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include a mum and a dad, blended families (step/half siblings) single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

We will encourage children to be respectful of the differences between boys and girls, but we will also be careful of assuming that boys and girls have distinct characteristics which can lead to negative stereotyping. For example, we will discourage negative characterisation of gender such as "boys don't cry", or "girls shouldn't play football" and dispel any manifestations of discrimination from an early age. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, which set out expectations of pupils.

# Sex education

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All pupils must be taught the aspects of sex education outlined in the primary science curriculum – which includes teaching about the main external parts of the human body, how the human body changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we do not teach pupils sex education beyond what is required of the science curriculum. If children’s questions lead beyond the curriculum we know to liaise and discuss with other staff members or parents before embarking on inappropriate conversations. Our lessons are taught through our curriculum Science units and through the Growing Up and Changes units for PSHE Matters. Year 4 girls have a ‘periods talk’ in the Summer term and parents are invited to an information session prior to this with Year 4 staff. In Year 5 pupils work to produce a ‘baby booklet’ to document changes to themselves as they have grown from a baby to a 10 year old. Boys and girls are taught separately about the changes their bodies are and will be going through as they begin to mature into adolescence. In Year 6 this work is recapped and pupils learn about the changes that the opposite gender will go through as well. Parents in Years 5 and Year 6 are invited to an RSE meeting in the Summer term to share the work and materials that their children will be using in the classroom before pupils start this unit.

In line with our school’s safeguarding policy, if a child is at risk of sexual harm, additional actions will be taken to ensure children have the knowledge and skills to keep themselves and others safe.

This policy links with the following other school policies and documents:

Equality Statement

Mental Health and Wellbeing policy

E Safety Policy

Maths Policy

Safeguarding Policy

PE/ Sports Premium action plan

## Appendix

### Objectives taught and terminology used in the science curriculum as set out in the National Curriculum

Y1 :

Statutory requirements
<ul style="list-style-type: none"><li>▪ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li><li>▪ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li></ul>

### *Notes and guidance (non-statutory)*

Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

Y2:

### **Statutory requirements**

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults

### **Notes and guidance (non-statutory)**

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

### **Notes and guidance (non-statutory)**

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Y3,4 – nothing linked

Y5:

### Statutory requirements

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

### Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.

### Notes and guidance (non-statutory)

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Y6:

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

### Appendix 3 How Castleward Spencer Academy covers the statutory content of relationships and health education across the school's curriculum

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Pupils should be taught to:

- describe the changes as humans develop to old age.

### **Notes and guidance (non-statutory)**

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Y6:

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.



## Appendix 3 How Castleward Spencer Academy covers the statutory content of relationships and health education across the school's curriculum

<p align="center"><b>Relationships, Sex and Health Education Curriculum Overview for Castleward Spencer Academy.</b>  <b>At Castleward pupils are taught specific PSHE units through PSHE Matters, Derbyshire Scheme of work for PSHE.</b>  <b>All units are linked to work by the PSHE Association and follow the statutory requirements for RSE from September 2020.</b>  <b>The unit objectives are linked to the PSHE Association long term overview.</b></p>						
EYFS	New Beginnings	Getting on and Falling Out and Say No to Bullying	Good to be Me	Going for Goals	Relationships	Changes
Year 1	<p><b>Being Healthy</b>  <b>H1</b> - Exploring what a healthy lifestyle means.  <b>H1</b> - Identifying the benefits of a healthy lifestyle.  <b>H2</b> - Identifying ways of keeping healthy.  <b>H2</b> - Recognising what they like and dislike.  <b>H2</b> - Recognising that choices can have good and not so good consequences.  <b>H3</b> - Setting simple goals.  <b>H6</b> - Recognising the importance of personal hygiene.  <b>H7</b> - Developing simple skills to help prevent diseases spreading.</p>	<p><b>Difference and Diversity</b>  <b>L4</b> - Understanding that they belong to different groups.  <b>L8</b> - Identifying ways in which they are unique.  <b>R5</b> - Sharing opinions on things that matter using discussions.  <b>R8</b> - Identifying and respecting the differences and similarities between people.</p>	<p><b>Exploring Emotions</b>  <b>R1</b> - Recognising a range of feelings in ourselves and other people.  <b>R1</b> - Recognising how others show feelings and how to respond.  <b>R2</b> - Recognising that their behaviour can affect others.  <b>H1</b> - Communicating feelings to others.  <b>H4</b> - Developing simple strategies for managing feelings.  <b>H4</b> - Using words to describe a range of feelings.</p>	<p><b>Relationships</b>  <b>R2</b> - Recognising our behaviour can affect others.  <b>R4</b> - Recognising what is fair and unfair, kind and unkind, what is right and wrong.  <b>R6</b> - Listen to other people and play and work co-operatively (including strategies to resolve simple arguments through negotiation).  <b>R7</b> - Offering constructive support and feedback to others.  <b>R9</b> - Identifying their special people (family, friends, carers) and how they should care for each other.</p>	<p><b>Being Responsible</b>  <b>L1</b> - Identify how they can contribute to the life of the classroom and school.  <b>L2</b> - Construct and explore the importance of rules.  <b>L3</b> - Explore and understand that everyone has rights and responsibilities.  <b>L5</b> - Identify what improves and harms their environments.  <b>R4</b> - Recognise what is fair/unfair, right/wrong, kind/unkind.</p>	<p><b>Bullying Matters</b>  <b>R2</b> - Recognising their behaviour can affect others.  <b>R6</b> - Listening to others and working cooperatively.  <b>R11</b> - Identifying that people's bodies can be hurt.  <b>R12</b> - Recognising when people are being unkind to them or others, who to tell and what to say.  <b>R13</b> - Identifying different types of teasing and bullying, to identify that these are wrong and unacceptable.  <b>R14</b> - Identifying strategies to resist teasing/bullying if experienced or witnessed.</p>
Year 2	<p><b>Drug Education</b>  <b>H1</b> - Exploring the importance of physical, mental and emotional health.  <b>H2</b> - Exploring how to make informed choices.  <b>H11</b> - Understanding the role of drugs as medicines.  <b>H11</b> - Identifying alternatives to taking medicines.</p>	<p><b>Being Safe</b>  <b>H11</b> - Identifying household products are hazards if not used properly.  <b>H12</b> - Exploring rules for and ways of keeping safe in a range of situations.  <b>H13</b> - Knowing who to go to if they are worried.  <b>H14, H15</b> - Recognising that they share a responsibility for keeping themselves and</p>	<p><b>Money Matters</b>  <b>L6</b> - Recognising what money looks like.  <b>L6</b> - Identifying how money is obtained.  <b>L6</b> - Understanding the ways money can be used.  <b>L7</b> - Understanding how to keep money safe and</p>	<p><b>Being Me</b>  <b>L4</b> - Recognise they belong to different groups and communities such as family and school.  <b>L8</b> - Explore ways in which they are all unique.  <b>L9</b> - Identify ways in which we are the same as all other people; what</p>	<p><b>Growing Up</b>  <b>H8</b> - The process of growing from young to old.  <b>H9</b> - Exploring growing and changing and becoming independent.  <b>H10</b> - The correct names for the main parts of the body (including external genitalia).  <b>H13</b> - Identifying people who they can ask for help and think about how they might do that.  <b>H15, R3</b> - Identifying ways of keeping safe and</p>	<p><b>Changes</b>  <b>H5</b> - Exploring what change means.  <b>H5</b> - Exploring loss and change and the associated feelings.  <b>H8</b> - Exploring the changes of growing from young to old.  <b>H9</b> - Managing change positively.  <b>H13</b> - Identifying strategies and where to go for help.</p>



	<p><b>H11</b> - Identifying that household products, including medicines, can be harmful if not used properly.</p> <p><b>H12</b> - Identifying rules for and ways of keeping safe.</p> <p><b>H15</b> - Recognising they have a shared responsibility for keeping themselves and others safe.</p>	<p>others safe.</p> <p><b>H16</b> - Exploring what is 'privacy'; their right to keep things private and the importance of respecting others' privacy.</p> <p><b>L2</b> - Understanding why rules are important in keeping us safe.</p> <p><b>L10</b> - Identifying people who work in the community and how to ask for help.</p>	<p>what influences choices.</p>	<p>we have in common with everyone else.</p> <p><b>R7</b> - Offer constructive support to others.</p> <p><b>R9</b> - Identify what makes them special.</p>	<p>knowing they do not keep secrets.</p> <p><b>H16</b> - About privacy in different contexts.</p> <p><b>H16</b> - About respecting the needs of ourselves and other people.</p> <p><b>R8</b> - Identifying similarities and difference.</p> <p><b>R10</b> - What physical contact is acceptable.</p> <p><b>L8</b> - That everybody is unique.</p>	
Year 3	<p><b>Being Healthy</b></p> <p><b>H1</b> - Exploring what affects their physical, mental and emotional health.</p> <p><b>H2</b> - Understanding the concept and benefits of a balanced healthy lifestyle.</p> <p><b>H2</b> - Identifying how to make informed choices.</p> <p><b>H3</b> - Understanding what is included in a balanced diet.</p> <p><b>H3</b> - Understanding what may influence our choices.</p> <p><b>H5</b> - Setting goals.</p>	<p><b>Difference and Diversity</b></p> <p><b>R10</b> - Identifying how to listen and respond respectfully to a wide range of people.</p> <p><b>R13</b> - Recognising the differences and similarities between people, but understand everyone is equal.</p> <p><b>R14</b> - Recognising the nature and consequences of discrimination.</p> <p><b>R16</b> - Recognising and challenging stereotypes.</p>	<p><b>Exploring Emotions</b></p> <p><b>R1</b> - Recognising a wide range of emotions in themselves and others.</p> <p><b>R1</b> - Responding appropriately to a range of emotions in themselves and others.</p> <p><b>R7</b> - Understanding their actions affect themselves and others.</p> <p><b>R12</b> - Developing strategies to resolve disputes.</p> <p><b>R12</b> - Identifying strategies to manage emotions.</p> <p><b>H1, H6</b> - Deepening their understanding of good and not so good feelings.</p> <p><b>H6</b> - Extending vocabulary to help explain the range and intensity of feelings.</p> <p><b>H7</b> - Recognising conflicting emotions.</p>	<p><b>Relationships</b></p> <p><b>R2</b> - Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships.</p> <p><b>R3</b> - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p><b>R4</b> - Recognising different types of relationship.</p> <p><b>R7</b> - Understanding that actions affect themselves and others.</p> <p><b>R9</b> - Understanding when it is right to 'break a confidence' or 'share a secret'.</p> <p><b>R10</b> - Listening and responding respectfully.</p> <p><b>R21</b> - Understanding personal boundaries.</p>	<p><b>Being Responsible</b></p> <p><b>L1</b> - Research, discuss and debate topical issues.</p> <p><b>L2</b> - Identify why rules are needed in different situations.</p> <p><b>L3, L4</b> - Understanding that there are human rights to protect everyone.</p> <p><b>L7</b> - Explore rights and responsibilities, rights and duties at home, school, community and the environment.</p> <p><b>L7</b> - Develop skills to carry out responsibilities.</p> <p><b>L8</b> - Explore how to resolve differences and respect others' points of view.</p> <p><b>L9</b> - Explore what being part of a community means and how they belong.</p>	<p><b>Bullying Matters</b></p> <p><b>R7</b> - Understanding that their actions affect themselves and others.</p> <p><b>R11</b> - Identifying the importance of working towards shared goals.</p> <p><b>R12</b> - Developing strategies for getting support for themselves or for others at risk.</p> <p><b>R13</b> - Identifying that differences and similarities arise from a number of factors.</p> <p><b>R14, L6</b> - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling').</p> <p><b>R18</b> - Knowing how to recognise bullying and abuse in all its forms.</p>
Year 4	<b>Being Me</b>	<b>Changes</b>	<b>Money Matters</b>	<b>Being Safe H2</b> - Understanding	<b>Drug Education</b>	<b>Growing Up</b>



	<p><b>L7</b> - Exploring different kinds of responsibilities at school and in the community.  <b>L9</b> - Identifying what being part of a community means.  <b>L11</b> - Appreciate the range of identities in the UK.  <b>R10</b> - Listen and respond respectfully.  <b>R13</b> - Identifying that differences and similarities between people arise from a number of factors.</p>	<p><b>H6</b> - Understanding good and not so good feelings including their range and intensity.  <b>H7</b> - Developing an understanding that change can cause conflicting emotions.  <b>H7</b> - Acknowledging, exploring and identifying how to manage change positively.  <b>H8</b> - Exploring changes.  <b>H14</b> - Knowing where to go for help and how to ask for help.</p>	<p><b>L10</b> - Identify the role of voluntary and charity groups.  <b>L12</b> - Understanding different values and customs.  <b>L13</b> - Exploring how to manage money.  <b>L13</b> - Explaining the importance of money in people's lives and how money is obtained.  <b>L14</b> - Understanding the concepts of interest, loan, debt and tax.  <b>L16</b> - Understanding enterprise and begin to develop enterprise skills.</p>	<p>how to make informed choices.  <b>H10</b> - Exploring how to recognise, predict and assess risks in different situations.  <b>H11</b> - Understanding that increased independence brings increased responsibility to keep themselves safe.  <b>H15</b> - Understanding how rules can keep them safe.  <b>H15</b> - Identifying where and how to get help.  <b>H21</b> - Developing strategies for keeping physically and emotionally safe in different situations.  <b>H22</b> - Understanding the importance of protecting information particularly online.  <b>H23, H24, H25</b> - Understanding how to become digitally responsible.</p>	<p><b>H2</b> - Recognising how to make informed choices.  <b>H9</b> - Understanding that people have different attitudes to risk.  <b>H10, H11</b> - Recognising, predicting and assessing risks in different situations.  <b>H14</b> - Where to get help and how to ask for help.  <b>H17</b> - Distinguishing between safe and harmful and to know some substances can be harmful if misused.  <b>H21, H23</b> - Learning rules about staying safe.</p>	<p>Including puberty talk for girls  <b>H4</b> - That images in the media do not always reflect reality.  <b>H5</b> - Celebrate our strengths/qualities.  <b>H8</b> - About the kind of changes that happen in life and the associated feelings.  <b>H12</b> - That simple hygiene routine can prevent the spread of bacteria.  <b>H18</b> - About the changes that happen as they grow up.  <b>H20</b> - The right to protect our bodies.  <b>R4</b> - About differences and similarities between people, but understand everyone is equal.  <b>R8</b> - About the difference between acceptable and unacceptable physical contact.  <b>R13</b> - Knowing the names of the body parts.  <b>R16</b> - Recognise and challenge stereotypes.</p>
Year 5	<p><b>Being Healthy</b></p> <p><b>H1</b> - Exploring what affects their physical, mental and emotional health.  <b>H2</b> - Understanding the concept and benefits of a balanced healthy lifestyle.  <b>H3</b> - Exploring how we make</p>	<p><b>Difference and Diversity</b></p> <p><b>R10</b> - Identifying how to listen and respond respectfully to a wide range of people.  <b>R13</b> - Recognising the factors that make people the same or different.  <b>R14</b> - Recognising the nature and consequences</p>	<p><b>Bullying Matters</b></p> <p><b>R7</b> - Understanding that their actions affect themselves and others.  <b>R12</b> - Developing strategies for getting support for</p>	<p><b>Being Responsible</b></p> <p><b>L1</b> - Research, discuss and debate topical issues.  <b>L2</b> - Identify why rules are needed in different situations.  <b>L3, L4</b> - Understanding that there are human rights</p>	<p><b>Relationships</b></p> <p>Including changes as we grow from baby to adult (pupils make a baby book).  <b>R2</b> - Recognising what a healthy relationship is.  <b>R3</b> - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.  <b>R4</b> - Recognising different types of relationship,</p>	<p><b>Exploring Emotions</b></p> <p><b>R1</b> - Recognising a wider range of feelings in others and how to respond appropriately.  <b>R7</b> - Recognising that their actions can affect themselves and others.  <b>R12</b> - Developing strategies to resolve disputes.  <b>H6</b> - Deepening their understanding of good</p>



	<p>choices about the food we eat.  <b>H3</b> - Identifying how to make informed choices.  <b>H3</b> - Developing skills to make their own choices.  <b>H4</b> - Recognising how images in the media do not always reflect reality.  <b>H5</b> - Setting simple but challenging goals.  <b>H16</b> - Exploring what is meant by the term habit and why habits can be hard to change.</p>	<p>of discrimination.  <b>R16</b> - Recognising and challenging stereotypes.  <b>R17</b> - Understanding the correct use of the terms sex, gender identity and sexual orientation.</p>	<p>themselves or for others at risk.  <b>R13</b> - Identifying that differences and similarities arise from a number of factors.  <b>R14</b> - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice based language, 'trolling').  <b>R18</b> - Knowing how to recognise bullying and abuse in all its forms.</p>	<p>to protect everyone.  <b>L5</b> - To understand there are some cultural practices against British law.  <b>L7</b> - Explore rights and responsibilities at home, school, community and the environment.  <b>L7</b> - Develop skills to carry out responsibilities.  <b>L8</b> - Explore others' points of view.  <b>L9</b> - Explore what being part of a community means and how they belong.</p>	<p>including those between acquaintances, friends, relatives and families.  <b>R5, R6</b> - Understanding the true meaning behind civil partnerships and marriage.  <b>R12</b> - Resolving conflicts.  <b>R20</b> - Recognising that forcing anyone to marry is a crime.  <b>R21</b> - Understanding about confidentiality and about times when it is necessary to break a confidence.</p>	<p>and not so good feelings.  <b>H6</b> - Extending emotional vocabulary.  <b>H6</b> - Exploring the intensity and range of feelings.  <b>H7</b> - Recognising when they experience conflicting emotions and how to manage these.</p>
Year 6	<p><b>Drug Education</b>  <b>H2</b> - Knowing how to make informed choices.  <b>H10, H17</b> - Identifying a range of drugs/substances and assessing some of the risks/effects.  <b>H13</b> - Identifying influences and when an influence becomes a pressure.  <b>H14</b> - Developing skills of how to ask for help.  <b>H15</b> - Identify basic emergency procedures.  <b>H16</b> - Understanding the term 'habit' and why habits can be hard to change.</p>	<p><b>Being Me</b>  <b>L7</b> - Exploring different kinds of responsibilities at school and in the community.  <b>L9</b> - Identifying what being part of a community means.  <b>R13</b> - Identifying that differences and similarities between people arise from a number of factors.</p>	<p><b>Being Safe</b>  <b>H2</b> - Understanding how to make informed choices.  <b>H10</b> - Exploring how to recognise, predict and assess risks in different situations.  <b>H11</b> - Understanding that increased independence brings increased responsibility to keep themselves safe.  <b>H15</b> - Explaining how rules can keep them safe.  <b>H15</b> - Identifying where and how to get help.  <b>H16</b> - Understanding the term 'habit.'</p>	<p><b>Money Matters</b>  <b>L10</b> - Identify the role of voluntary and charity groups.  <b>L12</b> - Understanding different values and customs.  <b>L13</b> - Exploring how to manage money.  <b>L13</b> - Explaining the importance of money in people's lives and how money is obtained.  <b>L14</b> - Understanding the concepts of interest, loan, debt and tax.  <b>L16</b> - Understanding enterprise and begin to develop enterprise skills.</p>	<p><b>Changes</b>  Pupils learn about changes to boys and girls as they grow. Resources to help these units include excerpts from Channel 4 'Living and Growing' DVD and new resources from Christopher Walker RSE scheme of work.  <b>H6</b> - Explaining intensity of feelings.  <b>H6</b> - Exploring and managing the difficult emotions.  <b>H7</b> - Acknowledging and managing change positively.  <b>H8</b> - Managing transition to secondary school.  <b>H8</b> - Exploring and managing loss, separation, divorce and bereavement.  <b>H14</b> - Practising asking for help and knowing where to go for help.</p>	<p><b>Growing Up</b>  Work on 'Alright Charlie' on protecting pupils from online dangers is included in this term.  <b>H4</b> - Exploring how images in the media and online do not always reflect reality.  <b>H6</b> - Identify the intensity of feelings.  <b>H7</b> - Recognising conflicting feelings.  <b>H12</b> - That simple hygiene routine can prevent the spread of bacteria.  <b>H13</b> - Identify pressures and influences.  <b>H18</b> - Understanding changes that happen at puberty.  <b>H19</b> - Understanding what puberty and human reproduction is.  <b>R2</b> - Identifying qualities of a healthy relationship  <b>R5</b> - About committed loving relationships.  <b>R13</b> - About differences and similarities between people, but understand everyone is equal.  <b>L1</b> - Debate topical issues.</p>



			<p><b>H21</b> - Developing strategies for keeping physically and emotionally safe in different situations.</p> <p><b>H22</b> Understanding the importance of protecting information particularly online.</p> <p><b>H23, H24, H25</b> - Understanding how to become digitally responsible.</p>			
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PSHE Matters is divided into 12 themes for KS1, which are taught over a period of two years (6 units per year). Then these themes are revisited over Year 3 and 4 and finally again in Year 5 and 6.

## Online Safety

Today’s pupils are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. It is important to teach pupils about the underpinning knowledge and behaviours that can help pupils to navigate the online world safely and confidently regardless of the device, platform or app. It is crucial that we regularly promote “Be SMART” and this should be a reminder at the beginning of every computing session.

At Castleward Spencer Academy, we use the following Long Term Plan to teach Online Safety. We have designed our curriculum to meet the needs of our children. Lessons are taught every other week and planning from Project Evolve is used. It is vital we teach each element of the Online Safety plan to ensure children have a firm grasp of Online Safety keeping emerging needs in mind. Our long term plan will take a flexible approach to meet the needs of the children. An assembly every term will be delivered based on the strand we are focusing on for that term. THE STRANDS CAN BE MOVED TO MEET THE NEEDS OF SPECIFIC COHORTS as necessary. Learning Intentions are chosen to match the needs of the class within each strand, as issues arise. We also mark SAFER INTERNET DAY every year, which is the first Tuesday in February.

## Basic First Aid

Annually Upper KS2 pupils will take part in annual First Aid sessions based on St John’s Ambulance. <https://www.sja.org.uk/get-advice/first-aid-lesson-plans/>

These will be taught by class teachers, with support from our trained school first aiders. Lower KS2 and KS1 pupils will learn about people who help us and how to make a call to the emergency services.

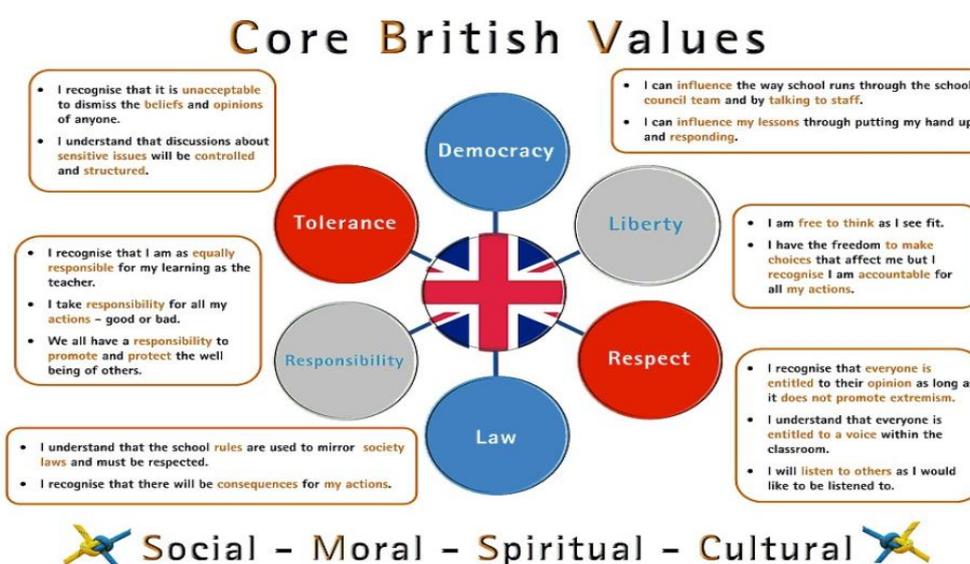


# How do we teach the non-statutory aspects of PSHE, such as financial capability?

At Castleward Spencer Academy pupils will be taught financial capability through the PSHE units Money Matters in Year 2, Year 4 and Year 6.

We also focus on money in Maths, see maths teaching and learning guide.

## British Values and how they link to our work in PSHE



### DEMOCRACY

Throughout their time at Castleward there will be many occasions where children will have the opportunity to vote and for their voices to be heard. We understand that children's opinions about their school are valid and need to be at the heart of our decision making.

All staff will model this process through asking questions and inviting children's answers and opinions, whether it be in lessons, during assemblies, at lunchtime or on the playground. For example, in child-initiated learning, all children are developing their decision making skills and learning to make informed choices and take responsibility for them. Older children often take part in debating activities or engage in public speaking on various topics.

Our School Council has members elected from each class and have regular meetings to represent the views of their classmates.

Our school behaviour policy is clear that children are expected to contribute and co-operate, taking into account the views of others. Our Values also promote democracy.



## THE RULE OF LAW

We consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations (rules) that they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken. They recognise that whilst we have rules at school, other rules and laws exist in the country for the same reasons.

- At the beginning of each academic year each class work on our school promises and how these relate our class rules in the classroom with their peers and the teacher. These are then displayed in the class and referred to as necessary.
- By signing the Home School Agreement all parents/carers, children and teachers show commitment to uphold the school rules.
- Children are helped to learn to manage their behaviour and take responsibility for their actions. We help children to understand the connection between actions and consequences; rights and responsibilities.

Visits from the fire service, road safety experts, the police and visits to the various community buildings help us to reinforce this message.

## INDIVIDUAL LIBERTY

Within school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our children to make choices safely, through our provision of a safe environment and engaging teaching. Children are encouraged to know, understand and exercise their rights and personal freedoms, whilst recognising that they have various responsibilities to fulfil.

We support each child to become as independent as possible so that they are encouraged to become good and valued citizens. We endeavour to demonstrate that everyone has rights; this includes the right to say 'No' when appropriate.

Some children will be able to take responsibility for particular roles, such as monitors, buddies or prefects. Learning to do things independently is an important part of learning to understand yourself. We believe that in fostering a careful and helpful environment and encouraging independence we can boost and nurture a healthy self-esteem.

Whether it be through their choice of learning challenge, how to record their work, choosing which of our many extra-curricular activities to participate in or what to eat at lunchtime, our children are given the freedom to make many choices.

## MUTUAL RESPECT

Respect is one of our school values. Children learn that their behaviour has an effect on their own rights and those of others. All members of our school community treat each other with respect.



Events and circumstances are planned for pupils to go into the community to meet with a variety of people in different situations which include: sports events, community events and shared participation with other schools.

We support others our community in a variety of ways for example: singing songs and carols to others; collecting Harvest goods for our local church and elderly neighbours, as well as participating in national charitable events such as Children in Need, Comic Relief and fund raising for local charities.

Part of our school ethos and behaviour policy has revolved around core values such as 'Respect', and children model this by caring, sharing and listening to others. Our staff help children to understand how to respect by talking about how actions/words can affect others.

### **TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS**

We aim to enhance children's understanding of different faiths and beliefs by participating in a range of celebrations throughout the year. Through our school values, all children are taught to respect everyone regardless of their faith and beliefs.

In the curriculum through Religious Education, PSHE, English, Art, Geography and History, as well as our Assembly themes, children consider cultures from other parts of the world, different faiths and beliefs. We invite visitors from our community to share their knowledge and to enhance learning both within classes and for the whole school or we visit local places of worship.

#### **To celebrate being British we will:**

- Study key historical figures and events in British history through our topics
- Learn about our Patron Saints and various myths and legends from Britain in topic lessons, assemblies and through Literacy work.
- Dance and listen to music from the different regions of Britain
- Learn key geographical facts about Britain
- Study our native wildlife both within our grounds and beyond
- Support national events such as the Olympics and the World Cup
- Strive to have a good sense of humour in the face of adversity!

In PSHE Matters pupils are specifically taught units related to British Values. In the units Being Responsible in Year 1, Year 3 and Year 5 develop their awareness of the Rule of Law and in the Difference and Diversity units, which are also taught in Year 1, Year 3 and Year 5, pupils develop their Tolerance of those of Different Faiths and Beliefs. This work is also developed through our RE lessons based on the Derby RE Syllabus. Further examples can be found in our British Values document.



# SRE Policy

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## Our Vision

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Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps.

The school's policy for relationships, sex education (RSE) is based on guidance from the DfE and has been drawn up in consultation with parents, pupils, staff and outside agencies.

At Castleward Spencer, RSE is defined as learning about physical, moral and emotional development, love and care towards others and about the teaching of sex. Through the teaching of relationships children will learn about attitudes and values, personal and social skills and will develop their knowledge and understanding. Children are also taught about personal space and privacy.

At Castleward Spencer we aim to:

- Develop confident and effective communicators who value themselves and others
- Encourage enquiring minds
- Meet the needs of all pupils enabling them to reach their full potential
- Provide children with an education appropriate to the world beyond the classroom
- Help children to live together within the community, displaying tolerance and sensitivity
- Develop in children a sense of moral responsibility and self-discipline
- Develop in children spiritual awareness

## Aims of the RSE Policy

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The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Develop self-worth, self-esteem and confidence which foster respect for self and others
- Explore how to deal with a range of new emotions and discuss appropriate ways of expressing these feelings
- Explore and clarify attitudes and values of individuals and society
- Prepare children to take an active role as future citizens
- Prepare pupils for the teaching of RSE in KS3
- Enable children to protect themselves and ask for help and support.



## Policy development

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This policy has been developed in consultation with staff and the Trust and as the school is developed, in time, with parents and pupils.

1. Review – members of staff [Head Teacher, PSHE Coordinator and Science Coordinator] pulled together all relevant information including relevant national and local guidance and curriculum requirements
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties will be invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE which included the school council representatives
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## Curriculum

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Our curriculum is set out as per Appendix 1

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. The curriculum requirements in PSHE [PSHE Matters] and Science curriculum have been considered.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online. Primary sex education will focus on:

The journey of life, with a focus on animals and humans

Preparing boys and girls for the changes that adolescence brings

How a baby is conceived and born

## Delivery of RSE

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RSE is taught within the personal, social, health and economic (PSHE) education and Science curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils can also receive stand-alone sex education sessions delivered by a trained health professional or their teacher. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships.



## Parents' Right to Withdraw

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Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from the non-statutory areas of sex education.

## Assessment, Reporting and Recording

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Class teachers assess progress and understanding in sex and relationships education through pupil discussions and responses in their written work. Brief records of pupils' understanding, and progress may be kept by teachers to form part of the records. Assessment is recorded on classroom monitor in the subjects of PSHE, Science and RE.

## Equal Opportunities

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All pupils have access to the RSE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

## Monitoring and Evaluation

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The monitoring of Sex and Relationships education is carried out by the Head Teacher who reports to the Governors and Trust.

This policy will be reviewed on an annual basis.



# APPENDIX 1: Curriculum

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In PSHE RSE objectives are studied in the following topics

## EYFS and KS1

	<b>PSHE Matters Topics</b>
To recognise the ways in which we are all unique	Growing Up
To identify what we are good at, what we like and dislike	Relationships
How to manage when finding things difficult	Growing Up
To name the main parts of the body including external genitalia	Growing Up
About growing and changing from young to old and how people's needs change	Growing Up Changes
To identify the people who love and care for us and what we do to help them feel cared for	Relationship
That it is important to tell someone if something about your family makes you feel unhappy and worried	Growing Up
About how people make friends and what makes a good friendship	Relationships
Simple strategies to resolve arguments between friends and family	Relationships
How to help if a friend is making you feel unhappy	Relationships
To recognise that some things are private and the importance of respecting privacy; that parts of the body are covered by underwear and are private	Growing Up [NSPCC – Pants]
About how to respond if physical contact makes you feel uncomfortable or unsafe	Growing Up
About what is kind and unkind behaviour and how this can affect others	Relationships

## KS2

	<b>PSHE Matters Topics</b>
To recognise that feelings can change over time and range in intensity	Exploring Emotions Changes



About everyday things that affect feelings and the importance of expressing feelings	Exploring Emotions
To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others	Exploring Emotions
About changes and loss, including death and how these affect feelings	Changes
About personal identity. What contributes to who we are	Growing Up
That for some people gender identity does not correspond with the biological sex	Growing Up
To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.	Growing Up
About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).	Growing Up
About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.	Growing Up
About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.	Growing Up
About where to get more information, help and advice about growing and changing, especially about puberty.	Growing Up
About the new opportunities and responsibilities that increasing independence may bring.	Growing Up



That female genital mutilation [FGM] is against British law, what to do and whom to tell if they think they or someone else is at risk	Growing Up
To recognise that there are different types of relationships (e.g., friendships, family relationships, romantic relationships, online relationships)	Relationships
That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.	Relationships
About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.	Relationships
That forcing anyone to marry against their will is a crime; that help, and support is available to people who are worried about this for themselves or others.	Relationships
That people who love and care for each other can be in a committed relationship (e.g., marriage), living together, but may also live apart.	Relationships
That a feature of positive family life is caring relationships; about the different ways in which people care for one another.	Relationships
To recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family members love, security and stability.	Relationships



To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.	Relationships
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.	Growing Up Relationships
About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.	Relationships
What constitutes a positive healthy friendship (e.g., mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.	Relationships
About privacy and personal boundaries, what is appropriate in friendships and wider relationships (including online)	Growing Up Being Safe
About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concern.	Being Safe
How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.	Being Safe
Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.	Being Safe
About seeking and giving permission (consent) in different situations.	Being Safe
About keeping something confidential or secret, when this	Growing Up Being Up



should (e.g., a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.	
How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.	Growing Up Being Safe

**In Science RSE objectives are studied in the following topics**

**EYFS and KS1**

	Topic
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Animals, including humans
Notice that animals, including humans, have offspring which grow into adults	Animals, including humans

**KS2**

	Topic
Describe the life process of reproduction in animals	Living Things and their Habitats
Describe the differences in life cycles	Living Things and their Habitats
Describe the changes as humans develop to old age	Animals, including humans
Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	Evolution and Inheritance



## APPENDIX 2 – Withdrawal of child from RSE

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TO BE COMPLETED BY PARENTS

Name of Child	
Class	
Name of Parent /s	
Date	
Reason for withdrawing from sex education within relationships and sex education	
Any other information you would like the school to consider	
Parent signature	