

## Relationships, Sex, and Health Education (RSHE) Policy

This policy is underpinned by the commitment of Discovery Schools Academy Trust to ensure the entitlement for all pupils to be taught the statutory relationships and sex curriculum and to maintain an appropriate educational environment in which all can learn and achieve.

### Document History

| Version | Version Date    | Author                                   | Summary of Changes                                                                                                                   |
|---------|-----------------|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| V0.1    | March 2019      | Liz Braithwaite                          | Draft policy created                                                                                                                 |
| V0.1    | April-July 2019 | Liz Braithwaite                          | Consultation with Trust Board, Parents and Pupils                                                                                    |
| V1.0    | September 2019  | Liz Braithwaite                          | Changes made to policy in light of consultation comments. Final version presented to Trust Board and approved                        |
| V2.0    | June 2023       | Zack Minton                              | Review and restructure of policy. To be further updated in line with KCSIE23 and then put forward to trustees so it can be ratified. |
| V3.0    | August 2025     | Zack Minton – Trust head of Safeguarding | Review of structure and refined content to accommodate all phases within the trust and to be in line with KCSIE25 and RSHE Guidance  |

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## 1. Aims

The aims of Relationships and Sex Education (RSE) in Discovery Trust are to:

- Provide a safe and respectful framework in which open, age-appropriate, and sensitive discussions can take place
- Prepare pupils for the physical and emotional changes of puberty, and give them a clear understanding of sexual development, health, and hygiene
- Support pupils to develop self-respect, confidence, resilience, and empathy in their relationships with others
- Foster a positive and inclusive culture around relationships, sexuality, and identity, ensuring that all pupils feel a sense of belonging
- Teach pupils accurate and developmentally appropriate vocabulary to describe themselves, their bodies, and their emotions
- Equip pupils with the knowledge and skills to recognise and manage healthy, safe, and respectful relationships, both online and offline
- Ensure that RSE reflects the statutory requirements of the DfE and is aligned with our safeguarding framework of Protect, React, Learn

- Equip pupils with the knowledge and confidence to recognise, challenge, and report inappropriate behaviours of a sexual nature and sexual harassment, supporting prevention of harmful sexual behaviour and child-on-child abuse.

### **Fairness, Impartiality, and Bias Prevention**

Discovery Trust are committed to delivering RSHE in a fair, impartial, and objective way. We actively work to disrupt unconscious and confirmation bias in our teaching and decision-making. Pupils are taught in a manner that supports and empowers them without fostering “victim think”, while ensuring that respect, dignity, and proportionate treatment are at the heart of our approach.

This policy also reflects the Trust’s values of Belonging, Ambition, and Equity, ensuring that RSE promotes inclusivity, aspiration, and fairness for all pupils.

## **2. Statutory requirements**

Discovery Trust is a multi-academy trust comprising primary, secondary, and special schools, including post-16 provision. Our statutory responsibilities are therefore as follows:

- In our primary academies, we must provide Relationships Education to all pupils, as set out in section 34 of the *Children and Social Work Act 2017*.
- In our secondary academies and secondary-age provision within our special schools, we must provide Relationships and Sex Education (RSE) to all pupils under the same Act.
- While academies are not required to follow the National Curriculum in full, we are expected to deliver a curriculum that is broad, balanced, and comparable. This includes teaching science in line with statutory requirements, which incorporates elements of sex education at both primary and secondary level.

In teaching RSE, Discovery Trust is required by its funding agreements to have regard to the statutory guidance issued by the Secretary of State, as set out in section 403 of the *Education Act 1996*.

We also have regard to wider legal duties, including:

- Sections 406 and 407 of the Education Act 1996, requiring political impartiality and balanced presentation of opposing views
- Part 6, Chapter 1 of the Equality Act 2010, prohibiting discrimination and promoting equality
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which requires public bodies to have due regard to the need to:
  - Eliminate discrimination, harassment, victimisation, and any other prohibited conduct
  - Advance equality of opportunity between people who share a protected characteristic and those who do not
  - Foster good relations between different groups

At Discovery Trust, we deliver RSE as set out in this policy, ensuring that statutory requirements are met in every setting. RSE is also embedded within our safeguarding framework of Protect, React, Learn, and reflects our Trust values of Belonging, Ambition, and Equity.

### 3. Policy development

This policy has been developed in full consultation with pupils, parents/carers, colleagues, and trustees. In Discovery Trust, each school has a designated lead with responsibility for RSE, who ensures that consultation is meaningful and consistent across our schools.

The consultation and policy development process involved the following steps:

1. **Review** – Each school's RSE lead, supported by the central education team, reviewed national statutory guidance (Children and Social Work Act 2017; DfE Statutory Guidance 2019), local authority guidance, and the Trust's safeguarding strategy.
2. **Staff consultation** – Colleagues across the Trust were given the opportunity to review and comment on the draft policy to ensure it reflects practice, safeguarding priorities, and curriculum intent.
3. **Parent and carer consultation** – Parents/carers were consulted through information meetings, workshops, or surveys at school level. Their views were considered carefully to ensure the policy reflects the needs of our communities.
4. **Pupil consultation** – Pupil voice activities were carried out in each school to understand what pupils want and need from their RSE, ensuring that the curriculum is engaging, relevant, and age-appropriate.
5. **Ratification** – Following consultation, the final draft of the policy was reviewed at local school level, before being ratified by the Discovery Trust Board of Trustees to ensure compliance, consistency, and alignment with the Trust's safeguarding framework.

This consultation process ensures that RSE across the Trust is collaborative, transparent, and responsive. It also reflects our values of Belonging, Ambition, and Equity, ensuring that every pupil, parent, and colleague has a voice in shaping how RSE is taught in our schools.

### 4. Definition

At Discovery Trust, Relationships and Sex Education (RSE) is understood as a core part of safeguarding and personal development. It is about the emotional, social, physical, and cultural development of pupils, and supports them to form safe, healthy, and respectful relationships throughout their lives.

RSE includes:

- Learning about relationships, families, friendships, and respect for others
- Understanding physical and emotional changes as pupils grow, including puberty
- Developing awareness of sexual health, consent, and healthy lifestyles
- Exploring issues of identity, diversity, equality, and respect for difference
- Recognising and managing risks online and offline, including unhealthy or exploitative relationships
- Recognising and understanding inappropriate behaviours of a sexual nature, including harassment, harmful sexual behaviour, and child-on-child abuse, and knowing how to seek help and support.

RSE is delivered through a combination of knowledge-sharing, discussion, exploration of values, and skills development.

RSE is not about the promotion of sexual activity. It is about giving pupils the information, vocabulary, and strategies they need to protect themselves, respect others, and make informed choices in line with our safeguarding framework of Protect, React, Learn.

In Discovery Trust:

- In **primary academies**, we deliver statutory Relationships Education and the science curriculum requirements for health and sex education. We may choose to provide additional age-appropriate sex education where this supports safeguarding and pupil development.
- In **secondary and special schools**, we deliver statutory Relationships and Sex Education, ensuring that content is tailored to the needs of all pupils, including those with SEND or additional vulnerabilities.
- In **post-16 provision**, we continue to reinforce knowledge, skills, and awareness so pupils are prepared for adulthood and independence.

This definition reflects our Trust values of Belonging, Ambition, and Equity, ensuring that every pupil feels included, supported to achieve their aspirations, and treated fairly.

## 5. Curriculum

Our RSE curriculum is set out in Appendix 1. While the curriculum provides a clear Trust-wide framework, each school may adapt delivery to reflect the age, developmental stage, needs, and context of its pupils.

The curriculum has been developed in consultation with parents/carers, pupils, and colleagues, and is underpinned by statutory guidance (DfE 2019). It is inclusive, accessible, and designed to support all pupils, including those with SEND, to fully participate and benefit.

If pupils ask questions outside the scope of this policy or curriculum, teachers will respond with sensitivity, accuracy, and age-appropriate information. This ensures that pupils feel informed and supported, and are less likely to seek potentially harmful or misleading information online.

Parents and carers are entitled to view curriculum resources and teaching materials on request. Schools will share these in an open and transparent manner to support parental partnership.

### Primary Curriculum

In our primary academies, we provide statutory Relationships Education and deliver the science curriculum requirements on human development. While sex education at primary level is not compulsory, Discovery Trust recognises the safeguarding benefits of preparing pupils for later learning. Therefore, we include age-appropriate sex education which focuses on:

- Preparing pupils for the changes that adolescence brings
- Understanding the basic process of conception and birth

### Secondary Curriculum

In our secondary academies and secondary-age provision within special schools, we deliver the full statutory Relationships and Sex Education (RSE) curriculum. This includes teaching about:

- Healthy and respectful relationships (including friendships, families, and intimate relationships)

- Sexual health and consent
- The law relating to sexual behaviour and online safety
- Equality, diversity, and respect for difference
- Strategies to manage peer influence, pressure, and harmful relationships (including child-on-child abuse and exploitation)

### **Post-16 Curriculum**

In our post-16 provision, we continue to reinforce RSE themes to prepare pupils for independence and adulthood. This includes relationships, consent, sexual health, and managing risks in adult life.

For more information about our curriculum, see the curriculum map in Appendix 1.

### **Linked Policies**

This RSHE Policy should be read in conjunction with the [Discovery Trust Safeguarding and Child Protection Policy](#) and the [Harmful Sexual Behaviour \(HSB\) Policy](#), which provide detailed operational guidance on preventing and responding to sexual harassment, inappropriate behaviours of a sexual nature, and child-on-child abuse.

## **6. Delivery of RSE**

RSE at Discovery Trust is delivered as part of a broad, balanced, and safeguarding-led curriculum, which includes PSHE, science, and, where appropriate, religious education (RE). Our approach ensures that pupils receive accurate, age-appropriate, and inclusive teaching that equips them to build healthy, safe, and respectful relationships.

### ***Primary Provision***

Across our primary academies, Relationships Education focuses on the fundamental building blocks of positive relationships, including:

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

In addition, where appropriate, our primary schools provide age-appropriate sex education beyond the science curriculum, covering:

- Preparing pupils for the changes of puberty
- How a baby is conceived and born

### ***Secondary Provision***

Across our secondary academies and secondary-age provision within our special schools, RSE builds on this foundation and equips pupils with the knowledge and skills to manage more complex relationships. Topics include:

- Families
- Respectful relationships, including friendships
- Online and media influences
- Being safe, including consent and the law
- Intimate and sexual relationships, including sexual health

### ***Post-16 Provision***

In our post-16 provision, RSE continues to prepare pupils for independence and adulthood. This includes reinforcing knowledge of healthy relationships, consent, sexual health, and managing risks in adult life.

### ***Teaching the Law***

Teachers across all phases explicitly teach the law in an age-appropriate and safeguarding-led way. This includes:

- Consent and the age of consent
- Marriage, civil partnerships, forced marriage, and the illegality of marriage under 18
- Domestic abuse, coercive control, stalking, harassment, rape, and sexual offences
- Harmful sexual behaviour, sexual harassment, image-based abuse, deepfakes, and sextortion
- Female Genital Mutilation (FGM), virginity testing, and hymenoplasty (all illegal)
- Protected characteristics under the *Equality Act 2010*
- Online safety and the law relating to the sharing of sexual images, pornography, and online abuse
- Substance misuse, gambling, knife crime, extremism, and radicalisation

This ensures pupils understand both their rights and responsibilities under the law, are equipped to recognise, challenge, and seek help in response to illegal or harmful behaviours, including sexual harassment and inappropriate sexual behaviours.

### ***Whole Trust Context***

All RSE is taught within the context of family life, recognising and celebrating the diversity of families across our Trust. We ensure that no pupil is stigmatised based on their home circumstances. Our teaching reflects the reality that families may include single-parent families, LGBT parents, families headed by grandparents, adoptive or foster families, and many other structures.

We are also mindful of the law, ensuring that teaching does not condone or encourage illegal or harmful activity, including hate crime, extremism, terrorism, substance misuse, or violence.

## **6.1 Inclusivity**

Discovery Trust is committed to delivering RSE in a way that is inclusive, sensitive, and accessible for all pupils, including those with SEND or additional vulnerabilities.

Our academies will:

- Ensure that RSE content is relatable to the diverse backgrounds and experiences of all pupils
- Create safe, supportive learning environments where pupils feel able to ask questions and engage with key messages without fear of judgement
- Provide teaching in a range of formats, depending on need, such as:
  - Whole-class lessons
  - Small-group or targeted sessions
  - One-to-one discussions
  - Digital, visual, or scaffolded resources
- Carefully differentiate content to ensure accessibility and understanding for all pupils

### ***Teaching about Sex, Relationships, and Identity***

In line with statutory guidance, safeguarding expectations, and the Equality Act 2010:

- **Same-sex relationships and families** are taught alongside all other family structures, ensuring that no family type is stigmatised
- **Facts about biological sex and gender reassignment** are taught in line with the law, including protection from discrimination under the Equality Act 2010
- **Contested views about gender identity** are not presented as fact. Pupils are taught respectfully about differences of opinion while upholding dignity, equality, safeguarding, and the importance of respectful dialogue

This reflects our Trust values of Belonging, Ambition, and Equity, ensuring that every pupil can engage fully and meaningfully in RSE and is equipped to respect others while also understanding their rights under the law.

## **6.2 Use of resources**

Our academies will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress
- Fully integrated into the Trust's curriculum map (Appendices 1 and 2)

## **6.3 Health Education**



In line with statutory requirements, Discovery Trust schools deliver Health Education to all pupils in primary, secondary, and special provision. This includes:

- **Mental wellbeing** – understanding emotions, resilience, and positive coping strategies; reducing stigma; recognising when and how to seek help.
- **Physical health and fitness** – benefits of active lifestyles; risks of inactivity; sleep; balanced diet; oral health; personal hygiene.
- **Healthy eating** – knowledge of nutrition, healthy relationships with food, and the risks of poor diet.
- **Drugs, alcohol, tobacco, and vaping** – facts and risks, including nicotine addiction, illicit substances, and the impact on mental and physical health.
- **Health protection** – vaccinations, sun safety, dental care, infection prevention, first aid, and understanding of the healthcare system.
- **Online wellbeing** – safe use of technology, risks of social media, gaming, gambling-like behaviours, and emerging harms such as AI chatbots and deepfakes.
- **Developing bodies** – puberty, menstruation, reproductive health, fertility, menopause, and body changes through adolescence.

Our schools will teach this content sensitively, age-appropriately, and inclusively, ensuring pupils with SEND are fully supported to access the curriculum.

## **7. Use of external organisations and materials**

Across Discovery Trust, external organisations and materials can provide valuable enrichment to our RSE curriculum. However, the Trust retains full responsibility for what is taught and shared with pupils. We will therefore ensure that all external input:

- Is appropriate, accurate, and age-appropriate
- Supports the intent and outcomes of our RSE curriculum
- Upholds the Trust's safeguarding framework of Protect, React, Learn
- Aligns with our values of Belonging, Ambition, and Equity
- Complies with our legal duties around political impartiality

We will not allow any external organisation, resource, or speaker to undermine the fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs.

## **Safeguarding and Quality Assurance**

Before engaging with an external organisation, our academies will:

- Carry out appropriate checks to ensure the organisation, its approach, and its resources are suitable
- Confirm that all resources and approaches are:
  - Age-appropriate and matched to pupils' developmental stage
  - Compliant with:
    - This policy
    - The Teachers' Standards

- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996
- Only engage with agencies where there is full confidence in their quality, approach, and materials
- Review any case studies or examples in advance, seeking feedback from other schools where relevant
- Be clear about:
  - What will be delivered
  - The position of the agency on the issues to be discussed
  - The intended outcomes of the session

All external visitors must be named and pre-approved, and schools will follow usual safeguarding and safer recruitment procedures. Teachers must always be present during external sessions and retain the right to intervene, stop, or refuse content that is not appropriate.

### **Due Diligence**

Schools will also:

- Request to see all resources and materials in advance
- Conduct an online search to identify any concerns about the agency
- Check the agency's policies on photography, recording, and data handling
- Share external materials with parents and carers on request, in the interests of transparency

### **Prohibited Practice**

Under no circumstances will our academies:

- Work with external agencies that promote or condone extremist, illegal, or discriminatory views
- Use materials produced by organisations that promote such views, even if the materials appear neutral

## **8. Roles and responsibilities**

### **8.1 The board of trustees**

The Board of Trustees is responsible for:

- Approving the Trust-wide RSE policy
- Holding the Trust Head of Safeguarding and central team to account for ensuring consistency and compliance across all schools
- Receiving assurance that RSE is implemented effectively in every academy in line with statutory requirements and safeguarding duties

### **8.2 The Trust Head of Safeguarding**

The Trust Head of Safeguarding is responsible for:

- Reporting to the Board of Trustees on the implementation, effectiveness, and any challenges in RSE across the Trust
- Providing strategic oversight to ensure RSE is aligned with safeguarding, statutory guidance, and the Trust's values of Belonging, Ambition, and Equity
- Offering guidance, training, and supervision to Named RSE Leads in schools, ensuring that practice is consistent, Ofsted-ready, and firmly linked to the Trust's safeguarding framework of Protect, React, Learn
- Monitoring implementation across schools through self-assessments, policy reviews, and curriculum audits, ensuring continuous improvement and shared learning

### 8.3 Advisory Boards

Each school's **Advisory Board** is responsible for:

- Supporting and monitoring the effective implementation of RSE at school level
- Ensuring that school leaders are engaging meaningfully with parents, carers, pupils, and colleagues regarding RSE
- Reporting concerns or issues relating to RSE implementation to the Trust Head of Safeguarding and/or the Board of Trustees

### 8.4 The headteacher

Headteachers are responsible for:

- Ensuring that RSE is taught consistently and effectively in their school, in line with this Trust policy
- Appointing a Named RSE Lead at their school who has responsibility for curriculum development, colleague training, and consultation with parents/carers
- Making sure that parents and carers can access information and resources relating to the RSE curriculum
- Managing requests to withdraw pupils from non-statutory (non-science) components of RSE (see Section 9)

### 8.5 Colleagues

All colleagues involved in teaching are responsible for:

- Delivering RSE in a sensitive, accurate, and inclusive way
- Modelling positive attitudes and behaviours in line with the Trust's values of Belonging, Ambition, and Equity
- Monitoring pupil progress and understanding within RSE
- Responding appropriately to the needs of individual pupils, including those with SEND or additional vulnerabilities
- Respecting the rights of parents/carers who request withdrawal from non-statutory (non-science) aspects of RSE, in line with legal requirements

Colleagues do not have the right to opt out of teaching RSE. Any colleague who has concerns about delivering RSE is encouraged to discuss these with their headteacher or the school's RSE Lead.

## 8.6 Pupils

Pupils are expected to:

- Engage fully in RSE lessons and activities
- Approach discussions on RSE with respect, maturity, and sensitivity to others
- Uphold the Trust values of Belonging, Ambition, and Equity in their learning and interactions

## 9. Parents' right to withdraw

Across Discovery Trust, parents/carers do not have the right to withdraw their children from:

- **Relationships Education** in primary schools
- **Relationships and Sex Education (RSE)** in secondary schools (except for the non-statutory/non-science components)
- **Health Education**, which is statutory across all phases

Parents/carers do have the right to request withdrawal from the non-statutory (non-science) elements of sex education:

- **Primary Academies** – Parents/carers may request withdrawal from any sex education content delivered in addition to the science curriculum (e.g. conception and birth).
- **Secondary Academies and Secondary-age provision within Special Schools** – Parents/carers may request withdrawal from the non-statutory aspects of sex education within RSE up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education, the school will make arrangements for them to do so.

### Process for Withdrawal

- Requests for withdrawal must be made in writing, using the form in Appendix 3, and addressed to the headteacher of the relevant school.
- A copy of each request will be placed on the pupil's educational record.
- The headteacher will meet with the parent/carer to discuss the request, ensuring that they:
  - Understand which elements of the curriculum are statutory and cannot be withdrawn from
  - Are fully aware of the educational and safeguarding implications of withdrawal
  - Have the opportunity to explore alternative ways the school can support their child's learning
- The headteacher will notify the Trust Head of Safeguarding of all withdrawal requests and provide an annual summary to the Board of Trustees.

Alternative, age-appropriate work will be provided for any pupil who is withdrawn from non-statutory elements of sex education.

## 10. Training

All colleagues delivering RSE receive appropriate training to ensure that provision is accurate, inclusive, and safeguarding-led.

- **Induction** – RSE training is included in the induction programme for all new colleagues so that expectations, statutory requirements, and safeguarding procedures are clear from the outset.
- **School CPD** – Each school incorporates RSE into its own continuing professional development (CPD) calendar. This ensures that colleagues have regular opportunities to build confidence, refresh knowledge, and share effective practice in delivering sensitive content.
- **School-level leadership** – Each school has a Named RSE Lead, supported by the headteacher, who is responsible for ensuring colleagues receive timely training and guidance.
- **Specialist input** – Where appropriate, headteachers (or the RSE Lead) may invite external professionals, such as school nurses, health advisors, or sexual health practitioners, to contribute to training. All external support is subject to the Trust's safeguarding and quality assurance procedures.

### *Core Training Content*

All colleagues delivering RSE will be trained in:

- **Safeguarding procedures** for handling disclosures during RSE lessons
- **Mandatory reporting duties**, including Female Genital Mutilation (FGM) and the forthcoming duty to report known child sexual abuse
- **Managing sensitive discussions**, including the use of distancing techniques, safe classroom practice, and avoiding harmful stereotypes
- **Adapting delivery** to meet the needs of pupils with SEND or vulnerabilities
- **Signposting** pupils to appropriate internal and external support, including Designated Safeguarding Leads, health services, the police, and Childline

The **Trust Head of Safeguarding** provides oversight, guidance, and monitoring of RSE training across all schools, ensuring consistency, safeguarding alignment, and statutory compliance.

This approach reflects the Trust's values of Belonging, Ambition, and Equity, ensuring that every colleague feels confident in delivery and every pupil receives high-quality, safe, and inclusive RSE.

## 11. Monitoring arrangements

The delivery of RSE is monitored within each school by the headteacher (or the Named RSE Lead, where delegated). Monitoring may include:

- Curriculum planning scrutiny
- Learning walks and lesson observations
- Pupil voice activities
- Work sampling
- Feedback from colleagues, parents/carers, and Advisory Boards

Pupils' development in RSE is monitored by class teachers and RSE Leads as part of the school's internal assessment and personal development systems.

Each school will:

- Publish this RSE policy on its website, in line with statutory guidance
- Share representative samples of RSE and Health Education materials proactively with parents and carers
- Provide all materials to parents on request, ensuring that no contractual restrictions prevent transparency

This Trust policy will be reviewed annually by the Trust Head of Safeguarding and approved by the Board of Trustees.

Monitoring:

The role of the PSHE Lead at our school includes the responsibility of reviewing and evaluating the Relationships and Sex Education (RSE) programme. The PSHE Lead will report to the Head Teacher regarding this task.

To support staff in their planning and delivery of the 'Curriculum for RSE,' the PSHE Lead will assist by providing lesson plans and activities for colleagues. They will also gather assessments, liaise with PSHE advisors, observe lessons, plan INSET to meet staff needs, and coordinate with visitors who support the RSE curriculum.

## Relationships and sex education curriculum map

| YEAR GROUP |          |                                                                                                                                                                                                                                                                                                     | TERM | TOPIC/THEME DETAILS                                           | RESOURCES |
|------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------------------------------------------------------|-----------|
| Year 1     | Spring 1 | What are the names of the main parts of the body? (R)<br>What can my amazing body do?<br>When am I in charge of my actions and my body? (R)<br>How can I keep my body clean? (H)<br>How can I avoid spreading common illnesses and diseases?                                                        |      | NSPCC PANTS resources                                         |           |
| Year 2     | Spring 2 | Things that cause conflict between me and my friends<br>What I do when my friend makes me upset<br>What do babies and children need from their families? (R)<br>Which stable, caring relationships are at the heart of families I know? (R)<br>What are my responsibilities now I'm growing up? (H) |      | NSPCC resources                                               |           |
| Year 3     | Summer 2 | My changing body:<br>How boys' and girls' bodies change as we grow up, and how these changes affect us.<br>How are male and female bodies different and what are the different parts called? (R)                                                                                                    |      | NSPCC Resources<br>Cambridgeshire Development PSHE Resources. |           |

| YEAR GROUP |          |                                                                                                                                                                                                                                                                                                                                                                                                                            | TERM | TOPIC/THEME DETAILS                        | RESOURCES |
|------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------------------------------------|-----------|
|            |          | <p>When do we talk about our bodies, how they change, and who do we talk to? (R)</p> <p>What can my body do and how is it special?</p> <p>Why is it important to keep myself clean? (H)</p> <p>What can I do for myself to stay clean and how will this change in the future?</p>                                                                                                                                          |      |                                            |           |
| Year 5     | Summer 1 | <p>Puberty</p> <p>To know and understand the physical changes that happen at puberty and know how to manage them.</p> <p>How can I talk about bodies confidently and appropriately? (R)</p> <p>What happens to different bodies at puberty? (H)</p> <p>What might influence my view of my body?</p> <p>How can I keep my growing and changing body clean? (H)</p>                                                          |      | Cambridgeshire Development PSHE Resources. |           |
| Year 6     | Summer 2 | <p>What are the different ways babies are conceived and born? (Sex Ed)</p> <p>What are male and female sexual parts called and what are their functions? (R)</p> <p>How can I talk about bodies confidently and appropriately? (R)</p> <p>What should adults think about before they have children? (R)</p> <p>Why might people get married or become civil partners? (R)</p> <p>What are different families like? (R)</p> |      | Cambridgeshire Development PSHE Resources. |           |



# Kibworth CE Primary School

## Curriculum Map

### PSHE and RSE

|             | Autumn 1                                    | Autumn 2                                                                                  | Spring 1                                                                                     | Spring 2                                                                                         | Summer 1                                                                                 | Summer 2                                                                    |
|-------------|---------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| EYFS - ELGS | Beginning and belonging (BBF)               | Citizenship – Identities and Diversity (IDF)<br>My Family and Friends (FFF) Anti-bullying | My Emotions (MEF)<br>Me and My World (MWF)                                                   | Healthy and Safer lifestyles1 BGF: My Body and Growing Up<br>Citizenship – Me and My World (MWF) | Healthy and Safer Lifestyles 2 (KSF): Keeping Safe                                       | Healthy and Safer Lifestyles (KSF): Keeping Safe & Healthy Lifestyles (HLF) |
| Year 1      | Beginning and belonging (BB1/2)             | Family and Friends (FF1/2) /Anti-bullying (AB12)                                          | Diversity and Communities (WT12)<br>Digital Lifestyles                                       | Relationships and Sex Education (RS1)                                                            | Managing Safety and Risks (MSR1/2)                                                       | Healthy Lifestyles (HL1/2)<br>Financial Capabilities (FS1/2)                |
| Year 2      | Rights, rules and responsibilities (RR1/2)  | My emotions (ME1/2)<br>Anti Bullying (AB12)                                               | Diversity and communities DC1/2                                                              | Healthy Lifestyles- Personal Safety (PS12)<br>Relationships and Sex Education (RS2)              | Drug education (DE1/2)                                                                   | Managing Change (MC1/2)                                                     |
| Year 3      | Healthy Lifestyles (HL3/4)                  | Family and Friends (FF3/4) / Anti -bullying (AB34)                                        | Beginning and belonging (BB3/4)<br>Digital Lifestyles                                        | Financial Capabilities (FC3/4)                                                                   | Relationships and Sex Education (RS3)                                                    | Managing Safety and Risks (MSR3/4)                                          |
| Year 4      | Rights, rules and responsibilities (RR3/4)  | My emotions (ME3/4)/<br>Anti-Bullying (AB34)                                              | Diversity and communities (DC3/4)                                                            | Citizenship -Working Together WT34<br>Relationships and Sex Education (RS4)                      | Healthy Lifestyles- Personal Safety (PS3/4)<br>Drug education (DE3/4)                    | Managing Change (MC3/4)                                                     |
| Year 5      | Beginning and belonging (BB5/6)             | Managing safety & Risks (MSR5/6)<br>Anti-bullying (AB56)                                  | Citizenship – Working Together (WT56)<br>Financial Capabilities (FC56)<br>Digital Lifestyles | Family and Friends (FF56)                                                                        | Relationships and Sex education (RS5)                                                    | Healthy Lifestyles (HL5/6)                                                  |
| Year 6      | Rights, rules, and responsibilities (RR5/6) | My emotions (ME56) /<br>Anti-Bullying (AB56)                                              | Diversity and communities (DC5/6)                                                            | Drug education (DC5/6)                                                                           | Healthy Lifestyles - Personal Safety (PS5/6)<br>Relationships and Sex Education. (RS4/6) | Managing Change (MC56) & Financial Capabilities (FC6)                       |

Appendix 2: By the end of primary school pupils should know

| TOPIC                                 | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Families and people who care about me | <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul> |
| Caring friendships                    | <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>                                                                                                                                                                |
| Respectful relationships              | <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</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> </ul>                                                                                                                                                                                                                                                                                                                                                                                            |

| TOPIC                | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      | <ul style="list-style-type: none"> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Online relationships | <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>                                                                                                                                                                                                                                                                                                        |
| Being safe           | <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul> |

Appendix 3: Parent/carer form: withdrawal from sex education within RSE

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

| TO BE COMPLETED BY THE SCHOOL               |                                                                                                                                                                                                                                                                 |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Agreed actions from discussion with parents | <p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p> |
|                                             |                                                                                                                                                                                                                                                                 |

Appendix 4:

The following example demonstrates the content taught within a unit for EYFS and Year 1.

# PSED, PSHE, RSE Sequence and Progression

## Being a Responsible Human Being and Citizen

### Intent statement

At Kibworth C of E Primary school, PSHE is at the core of what we do and enables our children to become successful in their learning, confident, independent and balanced individuals who thrive in society by becoming responsible citizens. PSHE (like SMSC and British Values) is embedded throughout daily life at Kibworth. We model positive relationships, self-image and communication skills with others in all our day-to-day interactions, as well as teaching skills explicitly in discrete subjects such as Circle Time, P.S.H.E. lessons and assemblies.

In our PSHE lessons, we follow the 'Cambridgeshire Primary Personal Development Programme' framework, which is designed to build progressively, adding skills and knowledge as the pupils grow and mature and journey from Foundation through to Year 6. We use the service on a single year plan with alternate year groups.

The framework covers four key strands in personal development.

- Myself and My Relationships
- Healthy and Safer Lifestyles
- Citizenship
- Economic Wellbeing

These strands cover all existing learning outcomes specified in the National Curriculum and incorporate a range of other important areas like personal safety education, relationships and health education and promoting British Values.

With an ever-changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community.

|                      |                        |                        |                        |                        |                        |                        |
|----------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| <a href="#">EYFS</a> | <a href="#">Year 1</a> | <a href="#">Year 2</a> | <a href="#">Year 3</a> | <a href="#">Year 4</a> | <a href="#">Year 5</a> | <a href="#">Year 6</a> |
|----------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|

| Term: EYFS Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Topic Title: People Who Help Us |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Links to prior learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | PSED Progression Map 3-4 Years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                 |
| Early Learning Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Key knowledge and Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                 |
| <b>Self-Regulation:</b> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, begin to regulate behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> </ul> <b>Managing Self:</b> <ul style="list-style-type: none"> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul> <b>Building Relationships:</b> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> <li>• Form positive attachments to adults and friendships with <a href="#">peers</a></li> <li>• Show sensitivity to their own and others' needs</li> </ul> | <b>MMR1 BBF: Beginning and Belonging</b><br><b>Being Special (A)</b><br>I know how I am special and what is special about other people in my class.<br><b>Working Together (C)</b><br>I know who and how to ask for help if I need it.<br>I know how to welcome new children to the class.<br>I am beginning to understand how people's behaviour makes other people feel.<br>I am beginning to respect the needs of other children in the class.<br>I am beginning to understand how to play and work alongside others in school |                                 |
| <b>Relationships, Sex and Health Education Links</b><br><b>SMSC / British Values / Prevent Agenda / Christian Values</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Families &amp; People Who Care for Me, Caring Friendships, Respectful Relationships</b><br><b>So, M, C / Rules &amp; the law, responsibility for behaviour, respect for others, tolerance and harmony, discrimination / When, where and how to get help / Respect, Kindness, Peace, Koinonia, Service</b>                                                                                                                                                                                                                      |                                 |
| Links to future learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Year 1 - Beginning and Belonging BB12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                 |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Term: Year 1 Autumn 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Topic title: Splendid Skies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Links to prior learning:</b> <i>EYFS - Beginning &amp; Belonging BBF</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Statutory Relationships / Health Education:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Key knowledge and Vocabulary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>MMR BB12:</b><br><b>Relationships Education:</b><br><b>Respectful Relationships (RR)</b> <ul style="list-style-type: none"> <li>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>the conventions of courtesy and manners.</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> </ul> <b>Caring Friendships (CF)</b> <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> </ul> <b>Being Safe (BS)</b> <ul style="list-style-type: none"> <li>where to get advice e.g. family, school and/or other sources.</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</li> </ul> <b>Mental Wellbeing (MW)</b> <ul style="list-style-type: none"> <li>that 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>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> </ul> | <b>MMR BB12: Beginning and Belonging</b><br><b>Helping the classroom feel a safe place (A)</b><br><i>I understand simple ways to help my school feel like a safe, happy place (RR)</i><br><b>Building Relationships (B)</b><br><i>I know how to get to know people in my class (CF)</i><br><b>Coping with new Situations (C)</b><br><i>I can describe how I feel when I am doing something new (MW)</i><br><i>I know how to make someone feel welcome in my class (MW)</i><br><i>I know what helps me manage in new situations (MW)</i><br><b>Sources of Support (D)</b><br><i>I know who can help me at home and at school (BS)</i> |
| <b>SMSC / British Values / Prevent Agenda / Christian Values: So, M, C / respect for others, tolerance and harmony / When, where and how to get help (safety circles / networks of support) / Respect, Kindness, Peace, Koinonia, Service, Justice, Courage</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Links to future learning:</b> <i>Year 3 Beginning and Belonging BB34</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

PSHE education is a preventative curriculum that develops protective factors through a variety of contexts. Pupils learn about keeping safe, rights and responsibilities, consent, respect, self-worth, communication and managing pressure. These aspects contribute to protecting against FGM. Positive and healthy relationships between staff and young people, between the school and community and between children and young people are an essential part of safeguarding in this context.

#### Units that contribute to protecting against FGM

| Strand                       | Theme                    | How                                                                                                                                                         |
|------------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Myself and My Relationships  | Beginning and Belonging  | How and where to go to ask for help. How to report concerns and abuse                                                                                       |
| Myself and My Relationships  | Family and Friends       | Know how to seek support and from whom.                                                                                                                     |
| Myself and My Relationships  | My Emotions              | Resilience, Self Esteem, Confidence, Managing Emotions. Self care.                                                                                          |
| Healthy and Safer Lifestyles | Personal Safety          | Recognising early warning signs. Ways to seek advice from network if a family member is unkind. Boundaries. Privacy. Recognising safe/unsafe relationships. |
| Healthy and Safer Lifestyles | Managing Safety and Risk | Emergency services. Basic First Aid. Recognising and talking about emotions.                                                                                |

Units that support the Prevent Agenda:

| Strand                       | Theme                              | Aspects of Prevent                                                                        |
|------------------------------|------------------------------------|-------------------------------------------------------------------------------------------|
| Myself and My Relationships  | Beginning and Belonging            | When, Where and How to get Help.<br>Support Network/Safety circles                        |
| Myself and My Relationships  | My Emotions                        | Resilience, Self Esteem, Confidence, Managing Emotions.                                   |
| Myself and My Relationships  | Anti-Bullying                      | Mutual Respect and understanding. Identifying safe and unsafe places.                     |
| Citizenship                  | Rights, Rules and Responsibilities | Democracy, understanding values, critical thinking, debates, responsibility for behaviour |
| Citizenship                  | Working Together                   | Goal Setting, perseverance, positive contribution, determination, confidence.             |
| Citizenship                  | Diversity and Communities          | Mutual respect, diversity of variety identities.                                          |
| Healthy and Safer Lifestyles | Managing Safety and Risk           | Recognising appropriate behaviour. Resisting pressures. Making safer choices.             |
| Healthy and Safer Lifestyles | Personal Safety                    | Recognising unsafe/unhappy relationships. Making safer choices. Resisting pressures.      |

### Units that contribute to Spiritual, Moral, Social and Cultural development:

| Social Development                            | Moral Development                             |
|-----------------------------------------------|-----------------------------------------------|
| Beginning and Belonging                       | Rights, Rules and Responsibilities            |
| Rights, Rules and Responsibilities            | Anti-Bullying                                 |
| My Emotions                                   | Diversity and Communities                     |
| Family and Friends                            | Financial Capability                          |
| Working Together                              | Managing Risk                                 |
| Anti - Bullying                               | Drug Education                                |
| Diversity and Communities                     | Safety Contexts                               |
| Managing Risk                                 | Beginning and Belonging                       |
| Personal Safety                               | Family and Friends                            |
| Sex and Relationships Education SE2, SR4, SR6 | Working Together                              |
| Healthy Lifestyles                            | Sex and Relationships Education SE2, SR4, SR6 |
| Spiritual Development                         | Cultural Development                          |
| My Emotions                                   | Beginning and Belonging                       |
| Working Together                              | Diversity and Communities                     |
| Sex and Relationships Education SR1, SR3, SR5 | Rights, Rules and Responsibilities            |
| Managing Change                               | Family and Friends                            |
| Sex and Relationships Education SR2, SR4, SR6 | Anti-Bullying                                 |

Part of our requirement to provide Spiritual, Moral, Social and Cultural development, demonstrate how we promote British Values and address life in modern Britain. These units contribute to these agendas, alongside and within our school's ethos and approach to a range of areas of school life.

| Strand                      | Theme                              | Aspects of British Values                                                                                                                  |
|-----------------------------|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Myself and My Relationships | My Emotions                        | Self-esteem, self-knowledge, responsibility for behaviour.                                                                                 |
| Myself and My Relationships | Family and Friends                 | Respect for others, harmony, tolerance.                                                                                                    |
| Myself and My Relationships | Anti-Bullying                      | Rules and the law, respect for others, responsibility for behaviour, tolerance and harmony, discrimination.                                |
| Citizenship                 | Rights, Rules and Responsibilities | Responsibility for behaviour, having a voice, making a positive contribution, rules and the law. Public institutions including parliament. |
| Citizenship                 | Working Together                   | Self-knowledge, self-confidence, responsibility for behaviour, showing initiative, making a positive contribution.,                        |
| Citizenship                 | Diversity and Communities          | Respect for others, discrimination, tolerance and harmony between different cultures, contributing to their locality and society.          |
| Economic Wellbeing          | Financial Capabilities             | Charitable organisations                                                                                                                   |

### Units that contribute to the teaching of our Christian Values:

| Value and Month     | Strand                       | Theme                                                                          |
|---------------------|------------------------------|--------------------------------------------------------------------------------|
| Respect – September | Myself and My Relationships  | Beginning and Belonging, Family and Friends, My Emotions, Anti-Bullying        |
|                     | Citizenship                  | Working Together Rights, Rules and Responsibilities, Diversity and Communities |
|                     | Healthy and Safer Lifestyles | Personal Safety                                                                |
| Kindness - October  | Myself and My Relationships  | Beginning and Belonging, Family and Friends, My Emotions, Anti-Bullying        |
|                     | Citizenship                  | Rights, Rules and Responsibilities.                                            |
| Peace - November    | Myself and My Relationships  | Beginning and Belonging, Family and Friends, My Emotions, Anti-Bullying        |
|                     | Citizenship                  | Working Together Rights, Rules and Responsibilities, Diversity and Communities |
| Joy - December      | Myself and My Relationships  | My Emotions.                                                                   |
| Hope - January      | Myself and My Relationships  | My Emotions.                                                                   |
| Love - February     | Myself and My Relationships  | Beginning and Belonging, Family and Friends, My Emotions,                      |
| Justice - March     | Citizenship                  | Working Together                                                               |



|                     |                             |                                                                                      |
|---------------------|-----------------------------|--------------------------------------------------------------------------------------|
|                     |                             | Rights, Rules and Responsibilities,<br>Diversity and Communities                     |
| Forgiveness - April | Myself and My Relationships | Family and Friends                                                                   |
| Patience - May      | Myself and My Relationships | Family and Friends                                                                   |
| Courage - June      | Myself and My Relationships | My Emotions,<br>Managing Change                                                      |
|                     | Citizenship                 | Working Together<br>Diversity and Communities                                        |
| Koinonia - July     | Myself and My Relationships | Beginning and Belonging,<br>Family and Friends,<br>My Emotions,<br>Anti-Bullying     |
|                     | Citizenship                 | Working Together<br>Diversity and Communities                                        |
| Service - August    | Myself and My Relationships | Beginning and Belonging,<br>Family and Friends,<br>My Emotions,<br>Anti-Bullying     |
|                     | Citizenship                 | Working Together<br>Rights, Rules and Responsibilities,<br>Diversity and Communities |