



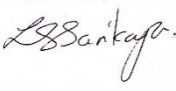
**THE ST. BART'S
ACADEMY**
— TRUST —

Whole School Relationship and Sex Education Policy

June 2023

The St. Bart's Academy Trust

Whole School Relationship and Sex Education Policy

Produced Date:	June 2023	
Approved by Trust Board:		Lisa Sarikaya Chief Executive Officer
Review Date:	June 2025	

Date	Section Amended	Signature
June 2023	Review and re-adoption Section 1: Foreword Section 2: Statutory Requirements for Primary Schools Section 3: What is Relationship and Sex Education?	S. Cope



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The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

1. Foreword - How our Whole Trust Policy was developed.

This RSE policy is intended to guide the academies within our Trust on what to include in their revised and updated statutory RSE policy.

The Trust set up a working group established in November 2019 with the specific aim to review and revise the current RSE policies in place and bring them into line with the new statutory guidelines issued by the Government in 2019 to make RSE mandatory and compulsory within the UK.

This working group included Headteachers, PSHE leaders, members of the diocese and RSE Consultants, governors and most importantly parents from our Trust academies. Academy governors have a statutory requirement for RSE in their academy.

This RSE policy is developed with reference to

[Statutory guidance: Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

and guidance from the following:

- PSHE Association
- School leaders
- Sex Education Forum
- The Church of England Education Office.

It is a requirement that individual academies within the Trust, all hold parent consultations. These should be culturally sensitive and tailored to meet the needs of the communities in which they serve.

All academy staff were given the opportunity to review the draft policy and give feedback.

The initial draft policy was shared with the Trust Board and then the LGC's.

The policy has been reviewed during 2023 in consultation with Trustees, SBMAT Central Team representatives, governors, staff, pupils and parents. The consultation and policy review process involved the following steps:

1. Review – Representatives from the SBMAT Central Team and all SBMAT academies (PSHE subject leaders) were given the opportunity to look at the policy and make recommendations.
2. Trust Board consultation – all Trustees were given the opportunity to review the policy and make recommendations.
3. Staff consultation – all Academy based staff were given the opportunity to review the policy and make recommendations.
4. Parent / stakeholder consultation – the policy was sent to all local governors, parents and any interested parties requesting any recommendations or comments. An opportunity to review curriculum materials during a meeting was offered to all parents.
5. Pupil consultation – we investigated pupil's thoughts in respect of RSE and what they wanted to learn.
6. Ratification – once amendments were made, the policy was shared with the Trust Board and each Local Governing Committee and adopted.

2. Statutory Requirements for Primary Schools

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, **make Relationships Education compulsory for all pupils receiving primary education** and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.⁴ They also **make Health Education compulsory in all schools** except independent schools

St Bart's Multi-Academy Trust academies do teach RSE, as they are required by their funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

2a The Academy Trust must have regard to any guidance, further to section 403 of the Education Act 1996, on sex and relationship education to ensure that children at the Academy are protected from inappropriate teaching materials and that they learn the nature of marriage and its importance for family life and for bringing up children.

The Academy Trust must also have regard to the requirements in section 405 of the Education Act 1996, as if the Academy were a maintained school.

This is a section of the statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

By the end of Primary

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability*
- 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*
- 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*
- 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*
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong*

- *how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.*
- *Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.*

Caring friendships

Pupils should know:

- *how important friendships are in making us feel happy and secure, and how people choose and make friends*
- *the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties*
- *that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded*
- *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*
- *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*

Respectful relationships

Pupils should know:

- *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*
- *practical steps they can take in a range of different contexts to improve or support respectful relationships*
- *the conventions of courtesy and manners*
- *the importance of self-respect and how this links to their own happiness*
- *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*
- *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*
- *what a stereotype is, and how stereotypes can be unfair, negative or destructive*
- *the importance of permission-seeking and giving in relationships with friends, peers and adults*

Online relationships

Pupils should know:

- *that people sometimes behave differently online, including by pretending to be someone they are not*
- *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*

- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

Sex education (Primary)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex

education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered.

Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, headteachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

Schools will want to draw on the good practice for conversations with [parents around the right to withdraw](#).

Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

3. What is Relationship and Sex Education?

Relationships and Sex Education provides an excellent forum to provide pupils with life skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations, RSE is therefore a tool to safeguard harm against children. The aim to build resilience in a rapidly changing world.

RSE is about emotional, social and cultural development of pupils and involves learning about relationships, healthy lifestyles, diversity and personal identity, involving a combination of sharing information and exploring issues and values.

RSE contributes to the foundation of PSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity and fostering of self-worth whilst recognising, accepting and respecting differences.

It is not about the promotion of sexual orientation or sexual activity.

Moral and Values Framework

The RSE Policy will be sensitive towards the established morals and values framework of all major world religions and philosophies. In its implementation, it will draw from practical experiences of those who represent the various religions and philosophical groups within the local community. The RSE Policy will be complimentary with the Religious Education policy of the academy.

Within the Trust academies, pupils will:

- Learn the value of respect, care and love
- Valuing family life within stable, loving and committed relationships
- Acceptance of same sex unions as also offering stable, loving and committed relationships to nurture children
- Respect for self and others
- Respect for rights and responsibilities within relationships
- Appreciate that different, successful family structures exist
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender.
- Acceptance of difference and diversity
- Promote gender equality and equality in relationships
- Challenge gender stereotypes and inequality
- Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the academy's safeguarding and child protection protocols.

4. Aim and Objectives

The aim of this policy is to enable the effective planning, delivery and assessment of age-appropriate RSE in all the Trust academies.

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The objectives for primary school pupils are to:

- develop confidence in talking, listening and thinking about feelings and relationships
- be able to name parts of their body and describe how their bodies work.
- be prepared for puberty

and for Teaching Staff: in all academies to be confident:

- in planning, delivering and assessing RSE
- in answering parent's questions and dealing with sensitive questions and issues.

5. Equal opportunities statement

The Trust is committed to the provision of RSE to all of its pupils and the differing needs of boys and girls. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of RSE.

Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.

St Bart's believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The teaching and planning of teaching strategies will be consistently reviewed through e.g. lesson observations to ensure that no pupil is disadvantaged. Teachers will ensure that materials and teaching are culturally sensitive and age appropriate.

6. Curriculum/ Delivery and Content

Progression Map

Year Group	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
EYFS	Learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.	Exploring why families and special people are valuable, understanding why it is important to share and developing strategies to help with this, seeing themselves as valuable individuals and exploring diversity by recognising similarities and differences.	Considering why we have rules and the importance of persistence and perseverance in the face of challenges, learning how to communicate effectively with others, practicing 'grounding' coping strategies.	Listening to stories to practise their comprehension skills, playing games which require them to listen carefully to instructions to succeed, considering how rumours can spread quickly and change as they do so.	Exploring cultural festivals that are important to individuals, reinforcing the importance of sharing and turn taking through role-play, considering the ingredients for a good friend, exploring how kind words make others feel good, recognising the value in working together as a team.	Learning why exercise is important for our physical and mental health, considering the effect of different types of exercise on the body, discussing some of the ways in which we can take care of ourselves, learning how to travel safely as a pedestrian, considering the importance of making balanced food choices.

Year Group	Family and Relationships	Health and Wellbeing	Citizenship	Safety and the changing body	Economic Wellbeing
1	Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.	Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.	Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.	Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying hazards in the home and people in the community who keep us safe	Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some job roles in and out of school.
2	Learning: that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect.	Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset and understanding dental hygiene.	Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school councils work and voicing an opinion	Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.	Learning about where money comes from, how to look after money, how we use money and looking at careers and jobs.
3	Learning: how to resolve relationship problems; effective listening skills and about non-verbal	Understanding that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation;	Learning about children's rights; exploring why we have rules and the roles of local community groups,	Learning how to: call the emergency services; responding to bites and stings; be a responsible digital citizen;	Introduction to creating a budget and learning about the different ways of paying, the emotional impact of

	communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.	exploring identity through groups we belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down	charities and recycling and an introduction to local democracy.	learning about: cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety.	money, the ethics of spending and thinking about potential jobs and stereotypes.
4	Learning that families are <u>varied</u> and differences must be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement.	Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming activities and developing independence in dental hygiene.	Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.	Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma.	Exploring: choices associated with spending, what makes something good value for money, stereotypes in the workplace, career aspirations and what influences career choices.
5	Developing an understanding: of families, including marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to <u>appreciate our attributes</u> .	Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation.	An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community.	Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.	Developing understanding about income and expenditure, borrowing, risks with money, career choices, finance and feelings, stereotypes in the workplace.

Please note - the order of the units for Year 6 is slightly different than all of the other year groups due to SAT's week. This is also due to the RSE optional parent/carer consent lessons during the Safety and the changing body unit which is due to take place during Summer 2. Please see below:

Year Group	Family and Relationships	Health and Wellbeing	Citizenship	Economic Wellbeing	Safety and the changing body	Identity (Year 6 only)
6	Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.	Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.	Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.	Exploring: attitudes to money, how to keep money safe, banks and organisations, the risks of gambling, career paths and the variety of different jobs available.	Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops (parents/carers may withdraw their child from this section), the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.	Two lessons on the theme of personal identity and body image.



ST. BART'S
MULTI-ACADEMY TRUST

"We ASPIRE to be our best"

Long Term Overview –

		TERM					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years Foundation Stage	EYFS	8 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks
		<u>Self Regulation: My feelings</u> Week 1 – Transition/baseline assessment week Week 2 – Transition/baseline assessment week Week 3 – L1 – Identifying my feelings Week 4 – L2 – Feelings jars Week 5 – L3 Coping strategies Week 6 – L4 – I am unique Week 7 – L5 – My feelings Week 8 – L5 Facial Expressions Hello Yellow Day/World Mental Health Day (YOUNGMINDS Charity) – Thursday 10 th October 2024 (Autumn 1 - Week 6) – Each class will	<u>Self Regulation: My feelings continued...</u> Week 1 – L6 Creating a calm corner Week 2 - Odd Socks/Anti-Bullying Week Activity <u>Building Relationships: Special relationships</u> Week 3 – L1 - My family Week 4 – L2 - Special People Week 5 – L3 - Sharing Week 6 – L4 - I am unique Week 7 – L5 - My interests Week 2 - Odd Socks/Anti-Bullying Week Activity Children in Need - Additional activities will take place during playtime or assembly - these will not affect your class PSHE/RSE	<u>Building Relationships: Special relationships continued...</u> Week 1 – L6 – Similarities and differences <u>Managing Self: Taking on challenges</u> Week 2 – L1 – Why do we have rules? Week 3 – L2 - Building Towers Week 4 – L3 – Team den building Week 5 – L4 – Grounding L5 – Team Races (put new grounding strategies into practice during outdoor learning at the end of the week). Week 6 – L6 - Circus Skills Safer Internet Day – Tuesday 11 th February 2025 (Spring 1 – Week 6) – Short additional activities will take place – these will	<u>Self-regulation: Listening and following instructions</u> Week 1 – L1 – Simon says Week 2 – L2 – Listening to a story Week 3 – L3 – Pass the whisper Week 4 – L4 – Obstacle Races Week 5 – L5 – Blindfold walk Week 6 – L6 - Treasure Hunt Careers Week – Who do I aspire to be? – Monday 3 rd March 2025 (Spring 2 - Week 2) – Children will be visited by a range of parent/guardian volunteers to share all about their jobs/careers to help inspire the children. This will take place during some assembly slots within your classes (depending on the interest shown). Neurodiversity Celebration Week (week to end with	<u>Building relationships: My family and friends</u> Week 1 – L1 – Festivals Week 2 – L2 – Sharing Week 3 – L3 – What makes a good friend? Week 4 – L4 – Being a good friend Week 5 – L5 - Teamwork Sun Awareness Week – Short additional activities will take place - these will not affect your class PSHE/RSE timetabled lesson for this week. Week Commencing Monday 12 th May (Summer 1 – Week 4)	<u>Building relationships: My family and friends continued...</u> Week 1 – L6 – Celebrating friendships <u>Managing self: My wellbeing...</u> Week 2 – L1 – What is exercise? Week 3 – L2 – Yoga and relaxation Week 4 – L3 Looking after ourselves Week 5 – L4 – Being a safe pedestrian Week 6 – L5 – Eating healthy Week 7 – L6 – A rainbow of food Children's Safety Week – Short additional activities will take place - these will not affect your class PSHE/RSE timetabled lesson for this week. Week Commencing (Date TBC -

		complete one 40 minute activity.	timetabled lesson for this week. Friday 15 th November 2024 – (Autumn 2 - Week 2) Road Safety Week – Short additional activities will take place - these will not affect your class PSHE/RSE timetabled lesson for this week. Week Commencing Monday 18 th November (Autumn 2 – Week 3)	not affect your class PSHE/RSE timetabled lesson for this week. During the Spring Term we will also focus on some whole school contextual safeguarding themes including Emergency Service Visits and Dogs Trust Visits (assemblies or workshops). Dates TBC. More information is provided in the cultural capital section of this document below.	World Down Syndrome Day) – Additional activities will take place during playtime or assembly - these will not affect your class PSHE/RSE timetabled lesson for this week. Week Commencing Monday 17 th March 2025 (Spring 2 – Week 4) Red Nose Day TBC – Friday 21 st March 2025 (Spring 2 – Week 4)		Monday 2 nd June 2025) (Summer 2 – Week 1) Water Safety Week (Drowning Prevention) – Short additional activities will take place - these will not affect your class PSHE/RSE timetabled lesson for this week. Monday 16 th June 2025 (Summer 2 – Week 3)
Key stage 1	Year 1	8 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks
		<u>Introduction Lesson</u> Week 1 - L1 - Setting ground rules for PSHE & RSE Prior Knowledge	<u>Family and relationships continued...</u> Week 1 - L7 – Gender Stereotypes Post Knowledge	<u>Health and wellbeing continued...</u> Week 1 - L6 – Sun Safety Week 2 - L7 – Allergies	<u>Citizenship continued...</u> Week 1 - L4 – Similar, yet different Week 2 - L5 – Belonging	<u>Safety and the changing body continued...</u> Week 1 - L4 – Making an emergency phone call	<u>Economic wellbeing</u> Week 1 - Prior Knowledge Assessment: Complete Unit Quiz for Economic

	<p>Assessment: Complete Unit Quiz for Families and relationships</p> <p>Family and relationships</p> <p>Week 2 - L1 – What is family?</p> <p>Week 3 - L2 – What are friendships?</p> <p>Week 4 - L3 – Recognising other people's emotions</p> <p>Week 5 - L4 – Working with others</p> <p>Week 6 – Hello Yellow Day/World Mental Health Day Activity</p> <p>Week 7 - L5 – Friendship problems</p> <p>Week 8 - L6 – Healthy friendships</p> <p>Hello Yellow Day/World Mental Health Day (YOUNGMINDS Charity) – Thursday 10th October 2024 (Autumn 1 - Week 6) – Each class will complete one 40 minute activity.</p>	<p>Assessment: Complete Unit Quiz for Families and relationships</p> <p>Week 2 - Odd Socks/Anti-Bullying Week Activity</p> <p>Health and wellbeing</p> <p>Week 3 – Prior Knowledge Assessment: Complete Unit Quiz for Health and wellbeing</p> <p>Week 4 - L1 – Understanding my emotions</p> <p>Week 4 - L2 – What am I like?</p> <p>Week 5 - L3 – Ready for bed</p> <p>Week 6 - L4 – Relaxation</p> <p>Week 7 - L5 – Hand washing and personal hygiene</p> <p>Odd Socks Day – Anti-Bullying Week – Tuesday 11th November 2024 – (Autumn 2 – Week 2) – Each class will complete one 40 minute activity.</p> <p>Children in Need - Additional activities will take place during playtime or assembly -</p>	<p>Week 3 - L8 – People who help us keep healthy</p> <p>Post Knowledge Assessment: Complete Unit Quiz for Health and wellbeing</p> <p>Citizenship</p> <p>Week 4 - Prior Knowledge Assessment: Complete Unit Quiz for Citizenship</p> <p>L1 – Rules</p> <p>Week 5 - L2 – Caring for others: Animals</p> <p>Week 6 - L3 – The needs of others</p> <p>Safer Internet Day – Tuesday 11th February 2025 (Spring 1 – Week 6) – Short additional activities will take place – these will not affect your class PSHE/RSE timetabled lesson for this week.</p> <p>During the Spring Term we will also focus on some whole school contextual safeguarding themes including Emergency Service Visits and Dogs Trust Visits (assemblies and workshops). Dates TBC. More information is</p>	<p>Week 3 – L6 Democratic Decisions</p> <p>Post Knowledge Assessment: Complete Unit Quiz for Citizenship</p> <p>Safety and the changing body</p> <p>Week 4 - Prior Knowledge Assessment: Complete Unit Quiz for Safety and the changing body</p> <p>L1 – Adults in school</p> <p>Week 5 - L2 – Adults outside school</p> <p>Week 6 - L3 – Getting lost</p> <p>Careers Week – Who do I aspire to be? – Monday 3rd March 2025 (Spring 2 - Week 2) – Children will be visited by a range of parent/guardian volunteers to share all about their jobs/careers to help inspire the children. This will take place during some assembly slots within your classes (depending on the interest shown).</p> <p>Neurodiversity Celebration Week (week to end with World Down Syndrome Day) – Additional activities will</p>	<p>Week 2 - L5 – Appropriate contact</p> <p>Week 3 - L6 – Safety with substances</p> <p>Week 4 - L7 – Safety at home</p> <p>Week 5 - L8 – People who help to keep us safe</p> <p>Post Knowledge Assessment: Complete Unit Quiz for Safety and the changing body</p> <p>Sun Awareness Week – Short additional activities will take place - these will not affect your class PSHE/RSE timetabled lesson for this week. Week Commencing Monday 12th May (Summer 1 – Week 4)</p>	<p>wellbeing</p> <p>L1 – What is money?</p> <p>Week 2 - L2 – Keeping money safe</p> <p>Week 3 - L3 – What is a bank?</p> <p>Week 4 - L4 – Saving and spending</p> <p>Week 5 - L5 – Jobs in schools</p> <p>Week 6 - L6 – Jobs out of school</p> <p>Post Knowledge Assessment: Complete Unit Quiz for Economic wellbeing</p> <p>Transition lesson</p> <p>Week 7 - L1 – Strengths and transition: preparing to move from Year 1 to Year 2</p> <p>Children's Safety Week – Short additional activities will take place - these will not affect your class PSHE/RSE timetabled lesson for this week. Week Commencing (Date TBC - Monday 2nd June 2025) (Summer 2 – Week 1)</p> <p>Water Safety Week (Drowning Prevention) – Short additional activities</p>
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		<p>these will not affect your class PSHE/RSE timetabled lesson for this week. Friday 15th November 2024 – (Autumn 2 - Week 2)</p> <p>Road Safety Week – Short additional activities will take place - these will not affect your class PSHE/RSE timetabled lesson for this week. Week Commencing Monday 18th November (Autumn 2 – Week 3)</p>	<p>provided in the cultural capital section of this document below.</p>	<p>take place during playtime or assembly - these will not affect your class PSHE/RSE timetabled lesson for this week. Week Commencing Monday 17th March 2025 (Spring 2 – Week 4)</p> <p>Red Nose Day TBC – Friday 21st March 2025 (Spring 2 – Week 4)</p>		<p>will take place - these will not affect your class PSHE/RSE timetabled lesson for this week. Monday 16th June 2025 (Summer 2 – Week 3)</p>
Year 2	8 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks
	<p>Introduction Lesson</p> <p>Week 1 - L1 - Setting ground rules for PSHE & RSE</p> <p>Prior Knowledge Assessment: Complete</p>	<p>Family and relationships continued...</p> <p>Week 1 - L7 – Gender stereotypes: Careers and jobs</p> <p>Post Knowledge</p>	<p>Health and wellbeing continued...</p> <p>Week 1 - L6 – Healthy diet</p> <p>Week 2 - L7 – Looking after our teeth</p>	<p>Citizenship Continued...</p> <p>Week 1 - L5 – Similar yet different – my local community</p> <p>Week 2 - L6 – School council</p>	<p>Safety and the changing body continued...</p> <p>Week 1 - L4 – Appropriate contact: My private parts</p>	<p>Safety and the changing body continued...</p> <p>Week 1 - L9 - Staying safe with medicine</p> <p>Post Knowledge Assessment: Complete</p>

		<p>Unit Quiz for Families and relationships</p> <p>Family and relationships</p> <p>Week 2 - L1 – Families offer stability and love</p> <p>Week 3 - L2 – Families are all different</p> <p>Week 4 - L3 – Other peoples' feelings</p> <p>Week 5 - L4 – Unhappy friendships</p> <p>Week 6 – Hello Yellow Day/World Mental Health Day Activity</p> <p>Week 7 - L5 – Introduction to manners and courtesy</p> <p>Week 8 - L6 – Change and loss</p> <p>Hello Yellow Day/World Mental Health Day (YOUNGMINDS Charity) – Thursday 10th October 2024 (Autumn 1 - Week 6) – Each class will complete one 40 minute activity.</p>	<p>Assessment: Complete Unit Quiz for Families and relationships</p> <p>Week 2 - Odd Socks/Anti-Bullying Week Activity</p> <p>Health and wellbeing</p> <p>Week 3 - Prior Knowledge Assessment: Complete Unit Quiz for Health and wellbeing</p> <p>L1 – Experiencing different emotions</p> <p>Week 4 - L2 – Being active</p> <p>Week 5 - L3 – Relaxation: breathing exercises</p> <p>Week 6 - L4 – Steps to success</p> <p>Week 7 - L5 – Developing a growth mindset</p> <p>Odd Socks Day – Anti-Bullying Week – Tuesday 11th November 2024 (Autumn 2 – Week 2) – Each class will complete one 40 minute activity.</p> <p>Children in Need - Additional activities will take place during playtime or assembly -</p>	<p>Post Knowledge Assessment: Complete Unit Quiz for Health and wellbeing</p> <p>Citizenship</p> <p>Week 3 - Prior Knowledge Assessment: Complete Unit Quiz for Citizenship</p> <p>L1 – Rules beyond school environment</p> <p>Week 4 - L2 – Our school environment</p> <p>Week 5 - L3 – Our local environment</p> <p>Week 6 - L4 – Job roles in our community</p> <p>Safer Internet Day – Tuesday 11th February 2025 (Spring 1 – Week 6) – Short additional activities will take place – these will not affect your class PSHE/RSE timetabled lesson for this week.</p> <p>During the Spring Term we will also focus on some whole school contextual safeguarding themes including Emergency Service Visits and Dogs Trust Visits (assemblies or workshops). Dates TBC.</p>	<p>Week 3 - L7 – Giving my opinion</p> <p>Post Knowledge Assessment: Complete Unit Quiz for Citizenship</p> <p>Safety and the changing body</p> <p>Week 4 - Prior Knowledge Assessment: Complete Unit Quiz for Safety and the changing body</p> <p>Week 5 - L2 – Introduction to the internet</p> <p>Week 6 - L3 – Secrets and surprises</p> <p>Careers Week – Who do I aspire to be? – Monday 3rd March 2025 (Spring 2 - Week 2) – Children will be visited by a range of parent/guardian volunteers to share all about their jobs/careers to help inspire the children. This will take place during some assembly slots within your classes (depending on the interest shown).</p> <p>Neurodiversity Celebration Week (week to end with</p>	<p>Week 2 - L5 – Appropriate contact: My private parts are private</p> <p>Week 3 - L6 – Respecting personal boundaries</p> <p>Week 4 - L7 – Road Safety</p> <p>Week 5 - L8 – Crossing roads safely</p> <p>Sun Awareness Week – Short additional activities will take place - these will not affect your class PSHE/RSE timetabled lesson for this week. Week Commencing Monday 12th May (Summer 1 – Week 4)</p>	<p>Unit Quiz for Safety and the changing body</p> <p>Economic wellbeing</p> <p>Week 2 - Prior Knowledge Assessment: Complete Unit Quiz for Economic Wellbeing</p> <p>L1 – Where does money come from?</p> <p>Week 3 - L2 – Exploring needs</p> <p>Week 4 - L3 – Exploring wants</p> <p>Week 5 - L4 – Bank cards and accounts</p> <p>Week 6 - L5 – My skills and talents</p> <p>Week 7 - L6 – Everyone is welcome</p> <p>Post Knowledge Assessment: Complete Unit Quiz for Economic Wellbeing</p> <p>Transition lesson</p> <p>Week 7 – (If time allows during the last week) - L1 – Strengths and transition: preparing to move from Year 2 to Year 3</p> <p>Children's Safety Week – Short additional activities</p>
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			<p>these will not affect your class PSHE/RSE timetabled lesson for this week. Friday 15th November 2024 – (Autumn 2 - Week 2)</p> <p>Road Safety Week – Short additional activities will take place - these will not affect your class PSHE/RSE timetabled lesson for this week. Week Commencing Monday 18th November (Autumn 2 – Week 3)</p>	<p>More information is provided in the cultural capital section of this document below.</p>	<p>World Down Syndrome Day) – Additional activities will take place during playtime or assembly - these will not affect your class PSHE/RSE timetabled lesson for this week. Week Commencing Monday 17th March 2025 (Spring 2 – Week 4)</p> <p>Red Nose Day TBC – Friday 21st March 2025 (Spring 2 – Week 4)</p>		<p>will take place - these will not affect your class PSHE/RSE timetabled lesson for this week. Week Commencing (Date TBC - Monday 2nd June 2025) (Summer 2 – Week 1)</p> <p>Water Safety Week (Drowning Prevention) – Short additional activities will take place - these will not affect your class PSHE/RSE timetabled lesson for this week. Monday 16th June 2025 (Summer 2 – Week 3)</p>
Lower key stage 2	Year 3	8 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks
		<p>Introduction Lesson</p> <p>Week 1 - L1 - Setting ground rules for PSHE & RSE</p> <p>Prior Knowledge Assessment: Complete Unit Quiz for Families and relationships</p> <p>Family and relationships</p>	<p>Family and relationships Continued...</p> <p>Week 1 - L7 – Stereotyping: Gender</p> <p>Week 2 – Week 2 - Odd Socks/Anti-Bullying Week Activity</p>	<p>Health and wellbeing Continued...</p> <p>Week 1 - L5 – Resilience: breaking down barriers</p> <p>Week 2 - L6 – Communicating my feelings</p> <p>Week 3 - L7 – Diet and dental health</p> <p>Post Knowledge</p>	<p>Citizenship continued...</p> <p>Week 1 - L4 – Local community groups</p> <p>Week 2 - L5 – Charity</p> <p>Week 3 - L6 – Local democracy</p> <p>Week 4 - L7 – Rules</p> <p>Post Knowledge Assessment: Complete Unit Quiz for Citizenship</p>	<p>Safety and the changing body continued...</p> <p>Week 1 - L3 – Be kind online</p> <p>Week 2 - L4 – Cyberbullying</p> <p>Week 3 - L5 – Fake emails</p> <p>Week 4 - L6 – Making choices</p> <p>Week 5 - L7 – Influences</p>	<p>Safety and the changing body continued...</p> <p>Week 1 - L8 – Keeping safe out and about</p> <p>Post Knowledge Assessment: Complete Unit Quiz for Safety and the changing body</p> <p>Economic wellbeing</p>

	<p>Week 2 - L1 – Healthy families</p> <p>Week 3 - L2 – Friendship conflict</p> <p>Week 4 - L3 – Friendship: conflict versus bullying</p> <p>Week 5 - L4 – Effective communication</p> <p>Week 6 – Hello Yellow Day/World Mental Health Day Activity</p> <p>Week 7 - L5 – Learning who to trust</p> <p>Week 8 - L6 – Respecting differences in others</p> <p>Hello Yellow Day/World Mental Health Day (YOUNGMINDS Charity) – Thursday 10th October 2024 (Autumn 1 - Week 6) – Each class will complete one 40 minute activity.</p>	<p>Week 3 - L8: Stereotyping: age</p> <p>Post Knowledge Assessment: Complete Unit Quiz for Families and relationships</p> <p>Health and wellbeing</p> <p>Week 4 - Prior Knowledge Assessment: Complete Unit Quiz for Health and wellbeing</p> <p>L1 – My healthy diary</p> <p>Week 5 - L2 – Relaxation: stretches</p> <p>Week 6 - L3 – Wonderful me</p> <p>Week 7 - L4 – My superpowers</p> <p>Odd Socks Day – Anti-Bullying Week – Tuesday 11th November 2024 (Autumn 2 – Week 2) – Each class will complete one 40 minute activity.</p> <p>Children in Need - Additional activities will take place during playtime or assembly - these will not affect your class PSHE/RSE timetabled lesson for this week. Friday 15th</p>	<p>Assessment: Complete Unit Quiz for Health and wellbeing</p> <p>Citizenship</p> <p>Week 4 - Prior Knowledge Assessment: Complete Unit Quiz for Citizenship</p> <p>L1 – Rights of the child</p> <p>Week 5 - L2 – Rights and responsibilities</p> <p>Week 6 - L3 – Recycling</p> <p>Safer Internet Day – Tuesday 11th February 2025 (Spring 1 – Week 6) – Short additional activities will take place – these will not affect your class PSHE/RSE timetabled lesson for this week.</p> <p>During the Spring Term we will also focus on some whole school contextual safeguarding themes including Emergency Service Visits and Dogs Trust Visits (assemblies or workshops). Dates TBC. More information is provided in the cultural capital section of this document below.</p>	<p>Safety and the changing body</p> <p>Week 5 - Prior Knowledge Assessment: Complete Unit Quiz for Safety and the changing body</p> <p>L1 – First Aid: Emergencies and calling for help</p> <p>Week 6 - L2 – First Aid: bites and stings</p> <p>Careers Week – Who do I aspire to be? – Monday 3rd March 2025 (Spring 2 – Week 2) – Children will be visited by a range of parent/guardian volunteers to share all about their jobs/careers to help inspire the children. This will take place during some assembly slots within your classes (depending on the interest shown).</p> <p>Neurodiversity Celebration Week (week to end with World Down Syndrome Day) – Additional activities will take place during playtime or assembly - these will not affect your class PSHE/RSE timetabled lesson for this week. Week Commencing</p>	<p>Sun Awareness Week – Short additional activities will take place - these will not affect your class PSHE/RSE timetabled lesson for this week. Week Commencing Monday 12th May (Summer 1 – Week 4)</p>	<p>Prior Knowledge Assessment: Complete Unit Quiz for Economic wellbeing</p> <p>Week 2 - L1 – How do people pay for things?</p> <p>Week 3 - L2 – What does budgeting mean?</p> <p>Week 4 - L3 – How do people feel about money?</p> <p>Week 5 - L4 – What happens when people spend money?</p> <p>Week 6 - L5 – What careers do people have?</p> <p>Week 7 - L6 – Can anyone be anything?</p> <p>Post Knowledge Assessment: Complete Unit Quiz for Economic Wellbeing</p> <p>Transition lesson</p> <p>Week 7 – (If time allows during the last week) - L1 – Coping strategies: preparing to move from Year 3 to Year 4 and the new opportunities and responsibilities that this will bring</p> <p>Children's Safety Week – Short additional activities will take place - these will</p>
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			<p>November 2024 – (Autumn 2 - Week 2)</p> <p>Road Safety Week – Short additional activities will take place - these will not affect your class PSHE/RSE timetabled lesson for this week. Week Commencing Monday 18th November (Autumn 2 – Week 3)</p>		<p>Monday 17th March 2025 (Spring 2 – Week 4)</p> <p>Red Nose Day TBC – Friday 21st March 2025 (Spring 2 – Week 4)</p>		<p>not affect your class PSHE/RSE timetabled lesson for this week. Week Commencing (Date TBC - Monday 2nd June 2025) (Summer 2 – Week 1)</p> <p>Water Safety Week (Drowning Prevention) – Short additional activities will take place - these will not affect your class PSHE/RSE timetabled lesson for this week. Monday 16th June 2025 (Summer 2 – Week 3)</p>
Year 4	8 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks	
	<p>Introduction Lesson</p> <p>Week 1 - L1 - Setting ground rules for PSHE & RSE</p> <p>Prior Knowledge Assessment: Complete Unit Quiz for Families and relationships</p> <p>Family and relationships</p> <p>Week 2 - L1 – Respect and manners</p>	<p>Family and relationships continued...</p> <p>Week 1 - L7 – Families in the wider world</p> <p>Week 2 – Week 2 - Odd Socks/Anti-Bullying Week Activity</p> <p>Week 3 - L8: Change and loss</p> <p>Post Knowledge</p>	<p>Health and wellbeing continued...</p> <p>Week 1 - L5 – My happiness</p> <p>Week 2 - L6 – Emotions</p> <p>Week 3 - L7 – Mental health</p> <p>Post Knowledge Assessment: Complete Unit Quiz for Health and Wellbeing</p>	<p>Citizenship continued...</p> <p>Week 1 - L4 – Contributing</p> <p>Week 2 - L5 – Diverse communities</p> <p>Week 3 - L6 – Local councillors</p> <p>Post Knowledge Assessment: Complete Unit Quiz for Citizenship</p> <p>Safety and the changing body</p>	<p>Safety and the changing body continued...</p> <p>Week 1 - L4 – Privacy and secrecy</p> <p>Week 2 - L5 – Consuming information online</p> <p>Week 3 - L6 – Growing up</p> <p>Week 4 - Lesson 7 – Introducing puberty</p> <p>Week 5 - Lesson 8 – Tobacco</p> <p>Post Knowledge</p>	<p>Economic wellbeing</p> <p>Week 1 - Prior Knowledge Assessment: Complete Unit Quiz for Economic wellbeing</p> <p>L1 – What is value for money?</p> <p>Week 2 - L2 – Why keep on track of money?</p> <p>Week 3 - L3 – What ways are there to look after money?</p>	

		<p>Week 3 - L2 – Healthy friendships</p> <p>Week 4 - L3 – How my behaviour affects others</p> <p>Week 5 - L4 – Bullying</p> <p>Week 6 – Hello Yellow Day/World Mental Health Day Activity</p> <p>Week 7 - L5 – Stereotypes: Gender</p> <p>Week 8 - L6 – Stereotypes: Disability</p> <p>Hello Yellow Day/World Mental Health Day (YOUNGMINDS Charity) – Thursday 10th October 2024 (Autumn 1 - Week 6) – Each class will complete one 40 minute activity.</p>	<p>Assessment: Complete Unit Quiz for Families and relationships</p> <p>Health and wellbeing</p> <p>Week 4 - Prior Knowledge Assessment: Complete Unit Quiz for Health and wellbeing</p> <p>L1 – Looking after our teeth</p> <p>Week 5 - L2 – Relaxation: Visualisation</p> <p>Week 6 - L3 – Celebrating mistakes</p> <p>Week 7 - L4 – Meaning and purpose: my role</p> <p>Odd Socks Day – Anti-Bullying Week – Tuesday 11th November 2024 (Autumn 2 – Week 2) – Each class will complete one 40 minute activity.</p> <p>Children in Need - Additional activities will take place during playtime or assembly - these will not affect your class PSHE/RSE timetabled lesson for this week. Friday 15th November 2024 – (Autumn 2 - Week 2)</p>	<p>Citizenship</p> <p>Week 4 - Prior Knowledge Assessment: Complete Unit Quiz for Citizenship</p> <p>L1 – What are human rights?</p> <p>Week 5 - L2 – Caring for the environment</p> <p>Week 6 - L3 – Community</p> <p>Safer Internet Day – Tuesday 11th February 2025 (Spring 1 – Week 6) – Short additional activities will take place – these will not affect your class PSHE/RSE timetabled lesson for this week.</p> <p>During the Spring Term we will also focus on some whole school contextual safeguarding themes including Emergency Service Visits and Dogs Trust Visits (assemblies or workshops). Dates TBC. More information is provided in the cultural capital section of this document below.</p>	<p>Week 4 - Prior Knowledge Assessment: Complete Unit Quiz for Safety and the changing body</p> <p>L1 – Internet safety: Age restrictions</p> <p>Week 5 - L2 – Share aware</p> <p>Week 6 - L3 – First Aid: asthma</p> <p>Careers Week – Who do I aspire to be? – Monday 3rd March 2025 (Spring 2 - Week 2) – Children will be visited by a range of parent/guardian volunteers to share all about their jobs/careers to help inspire the children. This will take place during some assembly slots within your classes (depending on the interest shown).</p> <p>Neurodiversity Celebration Week (week to end with World Down Syndrome Day) – Additional activities will take place during playtime or assembly - these will not affect your class PSHE/RSE timetabled lesson for this week. Week Commencing Monday 17th March 2025</p>	<p>Assessment: Complete Unit Quiz for Safety and the changing body</p> <p>Sun Awareness Week – Short additional activities will take place - these will not affect your class PSHE/RSE timetabled lesson for this week. Week Commencing Monday 12th May (Summer 1 – Week 4)</p>	<p>Week 4 - L4 – What influences career choices?</p> <p>Week 5 - L5 – Why make a career change?</p> <p>Week 6 - L6 – How can workplace stereotypes be challenged?</p> <p>Post Knowledge Assessment: Complete Unit Quiz for Economic wellbeing</p> <p>Transition Lesson</p> <p>Week 7 - L1 – Children to set themselves goals and challenges before entering Year 5.</p> <p>Children's Safety Week – Short additional activities will take place - these will not affect your class PSHE/RSE timetabled lesson for this week. Week Commencing (Date TBC - Monday 2nd June 2025) (Summer 2 – Week 1)</p> <p>Water Safety Week (Drowning Prevention) – Short additional activities will take place - these will not affect your class PSHE/RSE timetabled lesson for this week.</p>
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Upper key stage 2	Year 5	8 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks
		<p>Introduction Lesson</p> <p>Week 1 - L1 - Setting ground rules for PSHE & RSE</p> <p>Prior Knowledge Assessment: Complete Unit Quiz for Families and relationships</p> <p>Family and relationships</p> <p>Week 2 - L1 – Build a friend</p> <p>Week 3 - L2 – Friendship skills</p> <p>Week 4 - L3 – Marriage</p>	<p>Family and relationships continued...</p> <p>Week 1 - L7 – Stereotyping: Gender</p> <p>Week 2 – Week 2 - Odd Socks/Anti-Bullying Week Activity</p> <p>Week 3 – L8 – Stereotypes: Race and religion</p> <p>Post Knowledge Assessment: Complete</p>	<p>Health and wellbeing continued...</p> <p>Week 1 – L5 – Taking responsibility for my feelings</p> <p>Week 2 - L6 – Healthy meals</p> <p>Week 3 – L7 – Sun safety</p> <p>Post Knowledge Assessment: Complete Unit Quiz for Health and Wellbeing</p>	<p>Citizenship continued...</p> <p>Week 1 - L4 – Contributing to the community</p> <p>Week 2 – L5 – Pressure groups</p> <p>Week 3 – L6 – Parliament</p> <p>Post Knowledge Assessment: Complete Unit Quiz for Citizenship</p> <p>Safety and the changing body</p> <p>Week 4 – Prior Knowledge Assessment: Complete Unit</p>	<p>Safety and the changing body continued...</p> <p>Week 1 – L4 – Menstruation</p> <p>Week 2 - L5 – Emotional changes in puberty</p> <p>Week 3 – L6 – First Aid: Bleeding and head injuries</p> <p>Week 4 – L7 – Alcohol, drugs and tobacco: Making decisions</p> <p>Post Knowledge Assessment: Complete Unit Quiz for Safety and the changing body</p>	<p>Economic wellbeing continued...</p> <p>Week 1 – L2 – What is a weekly budget?</p> <p>Week 2 - L3 – What is borrowing and loaning?</p> <p>Week 3 – L4 – What are the risks of handling money online?</p> <p>Week 4 – L5 – Why challenge workplace stereotypes?</p> <p>Week 5 – L6 – What makes a suitable career?</p> <p>Post Knowledge</p>

		<p>Week 5 - L4 –Respecting myself</p> <p>Week 6 – Hello Yellow Day/World Mental Health Day Activity</p> <p>Week 7 - L5 – Family life</p> <p>Week 8 - L6 – Bullying</p> <p>Hello Yellow Day/World Mental Health Day (YOUNGMINDS Charity) – Thursday 10th October 2024 (Autumn 1 - Week 6) – Each class will complete one 40 minute activity.</p>	<p>Unit Quiz for Families and relationships</p> <p>Health and wellbeing</p> <p>Week 4 – Prior Knowledge Assessment: Complete Unit Quiz for Health and wellbeing</p> <p>L1 – Relaxation: yoga</p> <p>Week 5 – L2 –The importance of rest</p> <p>Week 6 – L3 – Embracing failure</p> <p>Week 7 – L4 – Going for goals</p> <p>Odd Socks Day – Anti-Bullying Week – Tuesday 11th November 2024 (Autumn 2 – Week 2) – Each class will complete one 40 minute activity.</p> <p>Children in Need - Additional activities will take place during playtime or assembly - these will not affect your class PSHE/RSE timetabled lesson for this week. Friday 15th November 2024 – (Autumn 2 - Week 2)</p>	<p>Citizenship</p> <p>Week 4 - Prior Knowledge Assessment: Complete Unit Quiz for Citizenship</p> <p>L1 – Breaking the law</p> <p>Week 5 - L2 –Rights and responsibilities</p> <p>Week 6 - L3 –Protecting the planet</p> <p>Safer Internet Day – Tuesday 11th February 2025 (Spring 1 – Week 6) – Short additional activities will take place – these will not affect your class PSHE/RSE timetabled lesson for this week.</p> <p>During the Spring Term we will also focus on some whole school contextual safeguarding themes including Emergency Service Visits and Dogs Trust Visits (assemblies or workshops). Dates TBC. More information is provided in the cultural capital section of this document below.</p>	<p>Quiz for Safety and the changing body</p> <p>L1 – Online friendships</p> <p>Week 5 – L2 – Staying safe online</p> <p>Week 6 – L3 – Puberty</p> <p>Careers Week – Who do I aspire to be? – Monday 3rd March 2025 (Spring 2 - Week 2) – Children will be visited by a range of parent/guardian volunteers to share all about their jobs/careers to help inspire the children. This will take place during some assembly slots within your classes (depending on the interest shown).</p> <p>Neurodiversity Celebration Week (week to end with World Down Syndrome Day) – Additional activities will take place during playtime or assembly - these will not affect your class PSHE/RSE timetabled lesson for this week. Week Commencing Monday 17th March 2025 (Spring 2 – Week 4)</p>	<p>Economic wellbeing</p> <p>Week 5 – Prior Knowledge Assessment: Complete Unit Quiz for Economic wellbeing L1 – Why prioritise needs over wants?</p> <p>Sun Awareness Week – Short additional activities will take place - these will not affect your class PSHE/RSE timetabled lesson for this week. Week Commencing Monday 12th May (Summer 1 – Week 4)</p>	<p>Assessment: Complete Unit Quiz for Economic wellbeing</p> <p>Transition lesson</p> <p>Week 6 – L1 – Roles and Responsibilities</p> <p>Children's Safety Week – Short additional activities will take place - these will not affect your class PSHE/RSE timetabled lesson for this week. Week Commencing (Date TBC - Monday 2nd June 2025) (Summer 2 – Week 1)</p> <p>Water Safety Week (Drowning Prevention) – Short additional activities will take place - these will not affect your class PSHE/RSE timetabled lesson for this week. Monday 16th June 2025 (Summer 2 – Week 3)</p>
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			<p>Road Safety Week – Short additional activities will take place - these will not affect your class PSHE/RSE timetabled lesson for this week. Week Commencing Monday 18th November (Autumn 2 – Week 3)</p>		<p>Red Nose Day TBC – Friday 21st March 2025 (Spring 2 – Week 4)</p>		
Year 6	8 weeks	7 weeks	6 weeks	6 weeks	5 weeks	7 weeks	
	<p>Introduction Lesson</p> <p>Week 1 - L1 - Setting ground rules for PSHE & RSE</p> <p>Prior Knowledge Assessment: Complete Unit Quiz for Families and relationships</p> <p>Family and relationships</p> <p>Week 2 - L1 – Respect</p> <p>Week 3 - L2 – Respectful relationships</p> <p>Week 4 - L3 – Stereotypes: Attitudes</p> <p>Week 5 - L4 – Challenging stereotypes</p> <p>Week 6 – Hello Yellow</p>	<p>Health and wellbeing</p> <p>Week 1 – Prior Knowledge Assessment: Complete Unit Quiz for Health and wellbeing</p> <p>L1 – What can I be?</p> <p>Week 2 – Week 2 - Odd Socks/Anti-Bullying Week Activity</p>		<p>Citizenship continued...</p> <p>Week 1 - L5 – Valuing diversity</p> <p>Week 2 - L6 – National democracy</p> <p>Post Knowledge Assessment: Complete Unit Quiz for Citizenship</p>	<p>Economic Wellbeing continued...</p> <p>Week 1 - L5 – What is a workplace?</p> <p>Week 2 - L6 –What career routes are there?</p> <p>Post Knowledge Assessment: Complete Unit Quiz for Economic wellbeing</p> <p>Safety and the changing body</p> <p>Week 3 - Prior Knowledge Assessment: Complete Unit Quiz for Safety and the changing body</p> <p>L1 – Alcohol</p>	<p>Safety and the changing body continued...</p> <p>Week 1 - L3 – <u>Social media</u></p> <p>Week 2 - L4 – Physical and emotional changes of puberty</p> <p>Week 3 - TWO LESSONS WILL TAKE PLACE DURING THIS WEEK:</p> <p>L5 – Conception (Parents/Carers can withdraw their child from part of this lesson)</p> <p>L6 – <u>Pregnancy</u> and birth (Parents/carers can withdraw their child from this lesson)</p>	

	Day/World Mental Health Day Activity Week 7 - L5 – Resolving conflict Week 8 - L6 – Change and loss Post Knowledge Assessment: Complete Unit Quiz for Families and relationships Hello Yellow Day/World Mental Health Day (YOUNGMINDS Charity) – Thursday 10th October 2024 (Autumn 1 - Week 6) – Each class will complete one 40 minute activity.	Week 3 – L2 – Relaxation: Mindfulness Week 4 – L3 – Taking responsibility for my health Week 5 – L4 – The impact of technology on health Week 6 – L5 – Resilience toolbox Week 7 – L6 – Immunisation Odd Socks Day – Anti-Bullying Week – Tuesday 11th November 2024 (Autumn 2 – Week 2) – Each class will complete one 40 minute activity. Children in Need - Additional activities will take place during playtime or assembly - these will not affect your class PSHE/RSE timetabled lesson for this week. Friday 15th November 2024 – (Autumn 2 - Week 2) Road Safety Week – Short additional activities will take place - these will not affect your	Health and wellbeing... Week 1 - L7 – Good and bad habits Week 2 - L8 – Physical health concerns Post Knowledge Assessment: Complete Unit Quiz for Health and Wellbeing Citizenship Week 3 - Prior Knowledge Assessment: Complete Unit Quiz for Citizenship L1 – Human rights Week 4 - L2 – Food choices and the environment Week 5 - L3 – Caring for others Week 6 - L4 – Prejudice and discrimination Safer Internet Day – Tuesday 11th February 2025 (Spring 1 – Week 6) – Short additional activities will take place – these will not affect your class PSHE/RSE timetabled lesson for this week. During the Spring Term we will also focus on some whole school contextual	Economic wellbeing Week 3 – Prior Knowledge Assessment: Complete Unit Quiz for Economic wellbeing L1 – How do people navigate their feelings about money? Week 4 - L2 – How do people keep money safe? Week 5 - L3 – What money responsibilities are there in secondary school? Week 6 - L4 – What are the risks of gambling? Careers Week – Who do I aspire to be? – Monday 3rd March 2025 (Spring 2 - Week 2) – Children will be visited by a range of parent/guardian volunteers to share all about their jobs/careers to help inspire the children. This will take place during some assembly slots within your classes (depending on the interest shown). Neurodiversity Celebration Week (week to end with World Down Syndrome Day) – Additional activities will take place during playtime or assembly - these will not	Week 4 - SATS WEEK MONDAY 12th MAY Week 5 - L2 – Critical digital consumers Sun Awareness Week – Short additional activities will take place - these will not affect your class PSHE/RSE timetabled lesson for this week. Week Commencing Monday 12th May (Summer 1 – Week 4)	Week 4 - L7 – First Aid: Choking Week 5 - L8 – First Aid: Basic life support Post Knowledge Assessment: Complete Unit Quiz for Safety and the changing body Identity Week 6 - L1 - What is identity? To understand what factors contribute to identity. Week 7 - L2 - Identity and body image: To understand that the media manipulates images. Transition lesson Week 7 – (If time allows during the last week) L1 – Dealing with change Children's Safety Week – Short additional activities will take place - these will not affect your class PSHE/RSE timetabled lesson for this week. Week Commencing (Date TBC - Monday 2nd June 2025) (Summer 2 – Week 1)
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		class PSHE/RSE timetabled lesson for this week. Week Commencing Monday 18th November (Autumn 2 – Week 3)	safeguarding themes including Emergency Service Visits and Dogs Trust Visits (assemblies or workshops). Dates TBC. More information is provided in the cultural capital section of this document below.	affect your class PSHE/RSE timetabled lesson for this week. Week Commencing Monday 17th March 2025 (Spring 2 – Week 4) Red Nose Day TBC – Friday 21st March 2025 (Spring 2 – Week 4)		Water Safety Week (Drowning Prevention) – Short additional activities will take place - these will not affect your class PSHE/RSE timetabled lesson for this week. Monday 16th June 2025 (Summer 2 – Week 3)
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*Ambition * Sustainability * Perseverance * Imagination * Respect * Empathy*

At Offley Primary Academy, we use Kapow Primary PSHE and RSE scheme to fulfil the statutory requirements for Relationships and Health Education set out by the Department for Education. This scheme also refers to the PSHE Association Programme of Study recommended by the Department for Education, ensuring that all National Curriculum PSHE content, and statutory RSE curriculum expectations are met. We use Kapow Primary to inform our weekly PSHE lessons which are delivered by class teachers and Cover Supervisors, which are further supported by the Teaching Assistants within each key stage. Details of our curriculum are on our long-term curriculum map and on our school website, with additional information such as our cultural capital opportunities and contextual safeguarding, e.g. road and dog safety.

Here at Offley, our RSE curriculum is not taught in isolation and is embedded throughout our PSHE lessons, with a particular focus during the Safety and the Changing Body unit which is delivered during the summer term for years 1 through to 6. Our progression map and long-term curriculum above (and on our school website), provide detailed information on how these progress throughout the key stages; preparing the children with the primary statutory knowledge required before progressing to Key Stage 3.

At Offley, PSHE is also implemented throughout school life. This is evident throughout our school values, where all pupils are actively encouraged to aspire to be their best: A – ambition, S – Sustainability, P – Perseverance, I – Imagination, R – Respect, and E – Empathy. Pupils are taught to consider our school values daily, within class, during assemblies, when welcoming visitors to our school and when visiting the wider community during our school trips. Our whole school curriculum has been developed as a team, ensuring some cross-curricular PSHE and RSE elements within Science, Religious Education, Physical Education, and Computing. For example, the importance of both physical and mental health within Physical Education and E-

Safety opportunities within computing. The statutory requirements of Sex Education are also covered within our Science curriculum, such as the following statutory elements:

- Year 1: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Year 2: Notice that animals, including humans, have offspring which grow into adults
- Year 5: Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age. Here they also learn about the changes experienced in puberty.

Here at Offley, we deliver two Year 6 Sex Education lessons using the Kapow RSE materials and lesson content. Parents/carers are provided with the opportunity to withdraw their child from the non-statutory sections of both lessons. This is communicated two weeks before the lessons take place, ensuring that parents/carers have sufficient time to discuss and view the teaching materials. This additionally ensures that all parents/carers have the opportunity to ask questions before making their informed decision for their individual child. Details/timings of these summer term lessons can be found above on the long-term curriculum map. Further details such as the vocabulary used can be found on the school website.

Safety and the changing body:

- Lesson 5: Conception
- Lesson 6: Pregnancy and birth.

At Offley, PSHE subject leaders support class teachers when communicating their specific curriculum content with parents and carers. This ensures that learning, including sensitive topics, are shared prior to the lesson. Through this practice, we actively encourage parents/carers to have informed discussions at home before specific lessons take place where they feel it may be necessary. We further support these conversations by sharing both our long-term curriculum plan and knowledge organisers, which help explain what will take place during each unit.

Here at Offley, teachers and those delivering the lessons have access to training on their Kapow PSHE and RSE dashboard. This includes videos on how to deliver topics sensitively and the latest updates such as guidance from the Department for Education and Ofsted. PSHE subject leaders additionally signpost specific training opportunities as these occur throughout the year, (usually in the form of online webinars, with a variety of professionals in the field of health and education). The PSHE subject leaders further attend two Trust meetings to keep up-to-date with current policies and PSHE/RSE developments. The PSHE subject leaders are additionally part of a networking group, providing the opportunity to discuss, ask, and share good practices throughout the academic year. All information gathered is consistently shared via email and through staff briefings or meetings, to ensure that all staff members within the school are up to date with the latest developments and to accurately and effectively deliver this wider curriculum area. The Offley team is also actively encouraged to voice their concerns regarding their confidence with teaching the RSE curriculum; this can then be addressed with senior leaders and other training opportunities provided where applicable. This may include advice from external agencies such as the school nurse, PCSO or other professionals for support, who may then be invited into school. Furthermore, if topics or questions arise at another time, the teacher will use their discretion to deem what is appropriate to answer and will seek advice before answering if unsure. Regular monitoring of the subject, through Showbie, staff voice, pupil voice, lesson quiz data and lesson observations also help to ensure that staff are confident in the delivery of this subject and that they have the subject knowledge required to ensure good learning outcomes for all pupils. The PSHE subject leaders and senior leadership team are always available to support teachers and offer advice regarding the delivery of this subject area, working collaboratively to ensure that we meet the needs of all pupils.

7. Resources

During PSHE and RSE lessons here at Offley, we use resources provided by Kapow Primary. This includes lesson plans, presentations, stories, songs, scenarios, videos, quizzes, and activity sheets. All of the resource materials that we use, were reflected in our PSHE/RSE consultation with all parents/carers. On some occasions, Kapow Primary may signpost additional resources such as the NSPCC website or Eatwell resources from the NHS. With guidance and monitoring from subject leaders, class teachers may also add additional content to further support the children's learning, such as resources from the PSHE Association, Newsround for children, library books, or BBC bitesize resources where appropriate. Additional resources will always be up-to-date, age-appropriate, consistent with our school visions and values, and relevant to the topic and pupils. We always consider the cultural backgrounds of all of our pupils, and everyone is regarded in relation to images that we use. As previously stated during section six of this policy, our curriculum long-term plan, lesson content and knowledge organisers are made available to parents and carers and further materials are signposted where applicable or if requested by parents/carers.

At Offley, we also follow an additional scheme of 'My Happy Mind' which is run in partnership with the NHS to further support the mental health and wellbeing of all pupils and staff members. We strongly believe in providing all children with the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. This supports all pupils to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters, and will support them in becoming confident individuals and caring citizens within their community.

All lessons, including those delivered throughout an assembly, include ideas for differentiation to stretch the most able learners and give additional support to those who need it. We also believe in the importance of real life and current topics, as stated within our cultural capital opportunities and contextual safeguarding opportunities – all of which are delivered in a safe and structured way. E.g. Dogs Trust visits with model dogs.

8. Roles and Responsibilities

The LGC will adopt the RSE policy and hold the Principal to account for its implementation.

The Principal is responsible for ensuring that RSE is taught consistently across the academy and for managing requests to withdraw pupils from non-statutory components of RSE (refer to Child Withdrawal policy).

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish to withdraw them from non-statutory components of RSE.

9. Visitors Policy

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

The Government encourages the use of external agencies as enrichment to provide a specialist service or experience.

Principals may invite visitors from outside the academy such as sexual health professionals, school nurses to provide support and training to staff teaching RSE.

If academies do use external support bodies then it is essential that:

- All visitors are familiar with and understand the academy RSE policy and work within it.
- All visitors are familiar with and understand the academy's confidentiality policy and work within it.
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised and supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

The academy will continue to liaise with local secondary schools to ensure that the programme for RSE is continuous at KS3.

10. Assessment and Evaluation of Learning and teaching.

The delivery of PSHE and RSE is monitored by the PSHE subject leaders, which include members of the senior leadership team. The team consists of Miss Graystone (Teacher), Mrs Casey (Vice Principal) and Mrs Hewitt (Principal). Monitoring will take place through regular learning walks, lesson observations, pupil voice, staff voice and evidence of learning on Showbie (or books where applicable). Lessons will be uploaded to the online learning platform so that they can be monitored by the Personal Development Lead, SLT and Principal.

Pupils' development in PSHE and RSE is monitored by class teachers through observations of the children when carrying out their lessons. Teachers observe the pupils' discussions, activities and tasks completed, questioning throughout to deepen children's learning and to assess understanding. Years 1 to 6 also carry out a quiz for each unit. This takes place before the unit begins to assess what the children already know and is used as a hook of the learning to come. The quiz is then repeated at the end of the unit to show progress and identify any gaps. This then informs future planning and activities.

The PSHE Subject Leaders and SLT provide support and advice to other members of staff, regarding the learning and teaching that takes place in our school. The PSHE Subject Leaders and SLT are additionally responsible for evaluating and reviewing the overall curriculum and provision for Sex and Relationships Education across the school. They will also provide opportunities for staff to update and extend their knowledge and expertise in Sex and Relationships Education through staff meetings and training sessions where appropriate.

11. Confidentiality and Child Protection

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Our Trust is a community and all those directly connected with it - staff members, volunteers, governors, parents, families and pupils; have an essential role to play in making it safe and secure.

The Local Governing Committee of all our Trust academies have arrangements in place to safeguard and promote the welfare of pupils and will work together with other agencies to identify, assess and support those children who are suffering or likely to suffer harm.

Teachers are aware that effective RSE, which brings an understanding of what is, and what is not appropriate in a relationship, can lead to a disclosure of a child protection issues.

Safeguarding procedures, as specified by Keeping Children Safe in Education are followed. All referrals, whatever their origin are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Procedures, a copy of which is available for parents in the academy.

12. Child withdrawal procedure

Parents will be informed about the Relationship and Sex Education programme through:

Parent Consultation

Newsletters

Emails

School Website

Letters Home

Meetings/additional sharing of materials for parents/carers who would like further information

RSE is to be taught to all year groups. If a parent or carer feels it necessary to withdraw their child, they should arrange to come to the academy and discuss their concerns with the Principal or PSHE Leader.

Within the RSE new framework parents cannot withdraw their child from relationship education. Parents have the right to withdraw their children from the non-statutory sex education. If parents wish to withdraw their children from the non-statutory element of the curriculum, they must inform the Principal.

13. Answering and dealing with difficult questions surrounding sensitive issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics. The academy believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned or believe any pupil to be at risk.

The following are protocols for discussion based on lessons with pupils (Ground Rules)

- No one teacher or pupil will have to answer any personal question
- No one will be forced to take part in discussions
- Only correct and agreed names will be used for body parts Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions or seek advice from the PSHE leader.

14. SEN

We cater for all SEND children and their needs across all areas of the curriculum. Please see our SEND policy for more details.

Provision for pupils who are looked after.

Here at Offley Primary Academy, we ensure that staff have the skills, knowledge and understanding necessary to keep Cared for Children safe as we are aware that children often become cared for as a result of abuse and/or neglect. Our PSHE curriculum is sensitive to the differing needs and lives of all our children and

additional wellbeing sessions will be run for children who require them as well as counselling services and nurture club. Teachers know to refer children if they have a concern, and through discussions with the SLT and family, appropriate actions will be put into place. E.g. Play Therapy.

Information about sensitive issues e.g. female genital mutilation (FGM), online safety, sexting and radicalisation/extremism.

Online safety is part of our Computing curriculum and is also covered in a cross-curricular way. Children are taught how to stay safe online, the importance of not speaking to strangers online and how they can report issues. They are also taught how their behaviour online can affect the wellbeing of others and what would be best practice when using a mobile phone or engaging in online games etc.

Discussions around other sensitive issues are dealt with in an age-appropriate manner as and when required. Where appropriate, parents will be notified of these discussions.

15. Dissemination

This policy will be published on the insert name of academy website, with paper copies available from the individual academy offices if required.



THE ST. BART'S ACADEMY

TRUST

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