

# Relationship and sex education policy (including PSHE education)

Greenfields Community Primary School



<b>Approved by:</b>	Governing Body	<b>Date:</b> March 2025
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## 1. Overview

The RSE and PSHE policy at Greenfields is underpinned by our school values:

- Aspiration
- Resilience
- Wellbeing
- Teamwork
- Uniqueness

In addition, the policy is supported by the school pillars. The school pillars underpin what we believe makes Greenfields great.

The school has three pillars which are built on one key foundation.

- Foundation - **Feeling Loved**
- Pillar 1 - **Academic Excellence** (What we know)
- Pillar 2 - **Values** (What we are)
- Pillar 3 - **Responsibility** (What we do)

The vision for RSE/PSHE can be found on the 'PSHE Subject on a Page' (appendix 4) document.

## 2. Aims of the RSE at Greenfields

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

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

## 3. Aims of the PSHE at Greenfields

The aims of the personal, social, health and economic (PSHE) education at our school are to:

- Provide children with a wider education around how to keep themselves healthy and safe with regards to personal, social, health and economic issues.
- Provide a framework whereby staff feel supported in teaching sensitive issues and know where they can seek support and guidance, should such issues affect them negatively as a result of personal circumstances.

## 4. Statutory requirements for RSE

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Greenfields Community Primary School we teach RSE as set out in this policy.

## 5. Statutory requirements for PSHE

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.
- We must teach health education under the same statutory guidance.

## 6. Policy development

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

1. Review – senior members of staff pulled together all relevant information including relevant national and local guidance with regards to the RSE curriculum and statutory guidance.
2. Consultation - Parents, staff, governors, children, Public Health England (PHE) data and insights from The Lancaster Model (TLM) Year 6 health, wellbeing, lifestyle and behaviour screening questionnaire were consulted as to additional coverage to supplement the statutory RSE content within the PSHE curriculum. This allows PSHE coverage to be specific to a Greenfields' child and the challenges they may face in the wider world. Parental consultation will occur biennially or whenever the RSE/PSHE curriculum requires amendments. The last consultation was performed in March 2024. The next consultation will be March 2026 unless amendments need to be made to coverage.
3. Policy amendment - Policy was amended by PSHE lead and then reviewed by senior staff.
4. Staff ratification – all school staff were given the opportunity to look at the policy and make recommendations.
5. Parent/stakeholder ratification – parents were invited to look at the policy and make recommendations.
6. Ratification and publishment – once amendments were made, the policy was shared with governors, ratified and published.

## 7. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a

combination of sharing information, and exploring issues and values. RSE is **not** about the promotion of sexual activity.

PSHE stands for Personal, Social, Economic and Health Education. It includes RSE but also additional elements including health and wellbeing and living in the wider world.

## 8. Content and Delivery

### 8.1 RSE Curriculum Content

Our RSE curriculum is set out as per Appendix 1 which outlines the statutory guidance (section 3) and supports the aims of RSE at Greenfields (section 1). We may adapt this coverage as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. We will share all curriculum materials with parents and carers upon request.

### 8.2 RSE Delivery

RSE is taught within the PSHE education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships and being safe
- Being safe
- Primary sex education which will:
  - Focus on preparing boys and girls for the changes that adolescence brings
  - Focus on how a baby is conceived and born
  - Only be taught based on the needs and maturity of each cohort.

RSE learning will be taught in classes via our curriculum coverage. For more information on when this occurs, see appendix 1. RSE may also be taught in addition to this coverage through PSHE themed weeks, workshops and days. For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

### 8.3 PSHE Curriculum Content

The basis of our PSHE curriculum is the syllabus from the PSHE association. We have further developed the wider PSHE curriculum with consideration to Public Health England and The Lancaster Model (TLM) Year 6 health, wellbeing, lifestyle and behaviour screening questionnaire data, and through consultation with parents, staff, governors and children, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Teachers will be supported to do this if necessary, as outlined in section 12.

Statutory primary sex education will focus on preparing boys and girls for the changes that adolescence brings. However, due to concerns raised by parents and staff, and statistics from PHE data, additional sex-based education may be delivered at an age appropriate level.

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

Wider, non-statutory aspects of the PSHE education curriculum include, but are not limited to:

- Gang involvement
- Healthy eating and living (including the effects of tobacco, drugs and alcohol and ways to stay mentally and physically healthy).
- Money skills
- Discrimination
- Road and fire safety
- Cultural differences and diversity
- Prejudice and Discrimination
- Aspiration
- First aid and survival skills (including water survival)
- Sex education which will focus on:
  - Preparing boys and girls for the changes that adolescence brings
  - How a baby is conceived and born

### 8.4 PSHE Delivery

PSHE coverage is not limited to PSHE/RSE lessons alone but may also be covered within guided reading topics, English texts and focus days/weeks throughout the year. Each phase will have eight PSHE themed weeks across two cycles on our rolling two-year curriculum. These weeks will focus around:

- Aspiration (KS1 and UKS2)
- Money (LKS2 and UKS2)
- Diversity and Acceptance - including stereotypes and protected characteristics (KS1 and UKS2)
- Health (KS1 and UKS2 - including primary sex education in UKS2 if deemed necessary and appropriate)
- The Environment (KS1 and LKS2)
- Good Citizen (LKS2)
- Safety (LKS2)

PSHE is also covered through weekly whole school assemblies (based around relevant texts) with follow up weekly phase assemblies around each theme, allowing content to be delivered and discussed at an age-appropriate level.

Relevant school trips or external providers may be involved in delivery as approved by the senior leadership team however the teaching responsibility will fall to qualified teaching staff as deemed appropriate by the content. This decision will lie with SLT. Use of external providers is outlined in section 9.

All pupils will be included within PSHE lessons, as outlined in section 8.5 with the exception to primary school sex education which will be taught to those children whose parents have not exercised their right to withdrawal (section 11).

Staff will be supported to approach controversial topics or difficult questions from pupils, ensuring they do not let their personal beliefs and attitudes influence teaching. Staff can raise concerns around this as outlined in section 12.

Teaching and assessment in RSE/PSHE will follow the assessment model as outlined throughout school and progress will be reported to parents in the same way as other curriculum subjects through reports and/or as part of parent evenings as outlined in section 13.

## 8.5 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## 8.6 Use of Resources

We **will** consider whether any resources we 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

## 9 Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

**We will:**

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers.
- Ensure that all external materials can be made available for parents and carers.

**We won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## 10. Roles and responsibilities

### 10.1 The governing body

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

The governing body will appoint and maintain a RSE/PSHE governor, responsible for overseeing the PSHE and RSE curriculum within school. The current RSE/PSHE governor for Greenfields Community Primary School is Natalie Williams.

### 10.2 The headteacher

The headteacher (Dan Andrews) is responsible for ensuring that RSE/PSHE is taught consistently across the school, for ensuring resources are shared with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 11). This role is supported by the RSE/PSHE lead, Kelsie Gibson.

### 10.3 Staff

All staff at Greenfields Community Primary School have responsibility for teaching RSE. Staff are responsible for:

- Delivering RSE/PSHE in a sensitive way
- Modelling positive attitudes to RSE/PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Endeavoring to sensitively cover and address any RSE/PSHE related content within the wider curriculum, if appropriate.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE through referral to the headteacher.
- Staff responsible for teaching RSE are as follows:
  - Dan Andrews (Head Teacher/ DDSL)
  - Sam Marshall (Deputy Head Teacher/ DDSL)
  - Steph Mack (Deputy Head Teacher/ DDSL)
  - Kelsie Gibson (Senior Teacher and RSE/PSHE lead)
  - Emily Baker (Senior Teacher/ SENCo/DSL)
  - Charlotte Fanning (Assistant Headteacher)
  - Louise Button-Hampton (Assistant Headteacher)
  - Rebecca Harrison (Senior Teacher)
  - George Bentley (Class Teacher)
  - Dionne Parris (Class Teacher)
  - Erin Boddy (Class Teacher)
  - Sarah Jones (Class Teacher)
  - Mandy Jessop (Class Teacher)
  - Hollie Broom (Class Teacher)
  - Katie Wallace-Wells (Class Teacher)
  - Will Gentle (Class Teacher)
  - Georgia Marshall (Class Teacher)
  - Paige Beck (Class Teacher)
  - Caitlin Dunning (Class Teacher)
  - Jo Swift (Room Leader)

- Emma Walker (Room Leader)
- Demi Wilkinson (Room Leader)
- Gemma Spencer (Assistant Room Leader)
- Chelsey Akam (Assistant Room Leader)
- Sara Flisher (Lead TA)
- Abi Stillwell (HLTA)

Staff members outlined were correct at point of ratification.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher, a member of SLT or the PSHE Lead, Kelsie Gibson.

## 10.4 Pupils

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

## 11. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE and elements of the non-statutory PSHE curriculum. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Alternative school work will be given to pupils who are withdrawn.

## 12. Training and support

### 12.1 Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE/PSHE.

### 12.2 Wellbeing and support

In addition to the training outlined in section 9, staff will be supported with the delivery of RSE and PSHE education.

Should a staff member need to seek guidance about matters relating to RSE or PSHE education, they can consult the following parties:

- The headteacher
- A member of the senior leadership team
- The PSHE lead (K. Gibson)
- The PSHE governor (N. Williams)

In the event that the delivery of any aspect PSHE education or RSE coverage should cause any trauma or discomfort to a member of staff, they are encouraged to discuss this with the aforementioned parties so that support can be put in place and if necessary, alternative provision can be arranged for the teaching of the topic in question for non-statutory content outlined in this policy.

Should welfare concerns or disclosures arise from any RSE or PSHE education coverage, staff must follow the [Greenfields Community Primary School child protection and safeguarding policy](#).

### **13. Monitoring arrangements**

The delivery of RSE/PSHE is monitored by the senior leadership team and PSHE lead (K. Gibson) through the school's normal monitoring procedures.

Pupils' development in RSE/PSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the school's leadership team and PSHE lead annually. At every review, the policy will be approved by the full governing body

### **14. Links with other policies**

This policy links to the following policies and procedures:

- Child Protection and Safeguarding
- Teaching and Learning
- Online Safety Policy
- Behaviour Management Policy
- Mobile Technology and Social Media Policy

## Appendix 1: Curriculum map

### Relationships and sex education and PSHE curriculum map

YEAR GROUP	CYCLE	TOPIC/THEME DETAILS	RESOURCES
Year R	Cycle A	<p><b>Friendships</b></p> <ul style="list-style-type: none"> <li>• Understand how to listen and why listening is important in relationships.</li> <li>• Connect ideas using connectives to discuss relationships E.g. My carer loves me because...</li> <li>• Build constructive, respectful relationships with peers and key workers.</li> <li>• Express feelings and consider feelings and perspectives of others.</li> <li>• Talk about members of their family and community and how they care for them.</li> <li>• Respond safely and appropriately to adults and identify who to trust.</li> <li>• Seek help from trusted people and keep trying until they are heard when feeling unsafe.</li> <li>• Begin to set boundaries such as saying “no” or “stop” to things they dislike.</li> <li>• What a family, a friend and a relationship is.</li> <li>• How to be a good friend.</li> </ul>	<p>We didn't have this on the last policy</p> <p>Please see curriculum documents</p>

YEAR GROUP	CYCLE	TOPIC/THEME DETAILS	RESOURCES
Year R	Cycle A	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Manage their own needs including personal hygiene.</li> <li>• Know and talk about things that support their own physical health and wellbeing including: physical activity, healthy eating, toothbrushing, moderation of screen time, good sleep routine.</li> <li>• Develop overall bodily strength, coordination, balance and agility.</li> <li>• Use core muscles to achieve good posture.</li> <li>• Identify activities that can support our physical health.</li> <li>• Discuss ways to keep our bodies safe.</li> <li>• Know who to seek help from when in danger or when injured.</li> <li>• Take risks, contemplating possible outcomes to ensure they can keep as safe as possible when engaging in 'risky' play.</li> </ul>	Please see curriculum documents
Year R	Cycle A	<p><b>Feelings</b></p> <ul style="list-style-type: none"> <li>• Express the normal range scale of feelings and emotions and moderate their own feelings socially and emotionally.</li> <li>• Show resilience and perseverance when faced with a challenge</li> <li>• Know and talk about things that support their own mental health and wellbeing.</li> <li>• Learn the names for different emotions and how they make our bodies feel.</li> <li>• Link feelings to events, commenting on how certain things make us feel.</li> <li>• Identify key people we can go to for support when experiencing negative emotions.</li> <li>• Identify things that support us to moderate our feelings.</li> </ul>	Please see curriculum documents

YEAR GROUP	CYCLE	TOPIC/THEME DETAILS	RESOURCES
Year R	Cycle A	<p><b>Aspiration</b></p> <ul style="list-style-type: none"> <li>• Develop their own ideas and make strategies which play to their strengths for doing things they want to pursue.</li> <li>• Take part in pretend play that mimics job roles and career choices.</li> <li>• Use role play to think beyond here and now, using phrases such as, “when I grow up...”</li> <li>• Name and describe familiar job roles.</li> <li>• Understand that a job is a way of people earning money. That anyone can do any job despite age, gender, ethnicity or religion.</li> <li>• The different jobs that are available and how to get there (work hard at school, be polite and kind etc.).</li> </ul>	Please see curriculum documents
Year R	Cycle A	<p><b>Diversity and Acceptance</b></p> <ul style="list-style-type: none"> <li>• Begin to independently demonstrate courtesy and manners.</li> <li>• Talk about people in their community and from stories appreciate that they may look, speak, dress or act similarly and/or differently from themselves.</li> <li>• Understand that some places are special to members of their community and share where is special to them.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise similarities and differences between life in this country and life in other countries.</li> <li>• See themselves as a valuable individual.</li> <li>• Begin to show an awareness of stereotypes.</li> <li>• Learn that everyone is valuable and unique in their own way.</li> <li>• Discuss ways to show respect to others, even if they are different.</li> </ul>	Please see curriculum documents

YEAR GROUP	CYCLE	TOPIC/THEME DETAILS	RESOURCES
Year R	Cycle A	<p><b>The Wider World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, describing what they see, hear and feel whilst outside.</li> <li>• Recognise that some environments are different from the ones in which they live and ways to improve their own environment.</li> <li>• Understand the effect of the changing seasons in the natural world around them.</li> <li>• Learn about how to look after the world around them including recycling and litter picking.</li> <li>• Know the seasons and the weathers associated with them.</li> </ul>	Please see curriculum documents
Year R	Cycle A	Other links: Family	
KS1	Cycle A	<p><b>Caring Friendships</b></p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <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>	Please see curriculum documents

YEAR GROUP	CYCLE	TOPIC/THEME DETAILS	RESOURCES
KS1	Cycle A	<p><b>Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <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>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• That bullying has a negative and often lasting impact on mental wellbeing. Where and how to seek support, including whom in school.</li> </ul>	Please see curriculum documents
KS1	Cycle A	<p><b>Physical Health</b></p> <ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	Please see curriculum documents

YEAR GROUP	CYCLE	TOPIC/THEME DETAILS	RESOURCES
KS1	Cycle A	<p><b>PSHE Themed Week - Health</b></p> <ul style="list-style-type: none"> <li>• Know the names the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>• Understand how people's needs change when growing from young to old.</li> <li>• Understand what keeping healthy means and know different ways to keep healthy.</li> <li>• Know which foods that support good health and the risks of eating too much sugar.</li> <li>• Understand how physical activity helps us to stay healthy; and ways to be physically active everyday</li> <li>• Understand why sleep is important and different ways to rest and relax.</li> <li>• Learn simple hygiene routines that can stop germs from spreading.</li> <li>• Learn that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</li> <li>• Discuss dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.</li> <li>• Know how to keep safe in the sun and protect skin from sun damage.</li> <li>• Learn about things that people can put into their body or on their skin; how these can affect how people feel and act.</li> <li>• Know that it is important to maintain high standards of personal hygiene including genitalia and dental hygiene.</li> <li>• Know where to seek help if worried about health.</li> </ul>	Please see curriculum documents

YEAR GROUP	CYCLE	TOPIC/THEME DETAILS	RESOURCES
KS1	Cycle A	<p><b>PSHE Themed Week - Aspiration</b></p> <ul style="list-style-type: none"> <li>• Understand that everyone has different strengths.</li> <li>• Know that jobs help people to earn money to pay for things.</li> <li>• Understand that different jobs that people they know or people who work in the community do.</li> <li>• Know about some of the strengths and interests someone might need to do different jobs.</li> <li>• Unpick the stereotypes around different careers—Are all nurses female? Are all doctors men? Etc.</li> <li>• Learn about different jobs that may be more unusual or unfamiliar to them.</li> <li>• Discuss the types of job they would like to do and consider the skills they may need to work on to get that job.</li> </ul>	Please see curriculum documents
KS1	Cycle B	<p><b>Families and People who care for us</b></p> <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	Please see curriculum documents

YEAR GROUP	CYCLE	TOPIC/THEME DETAILS	RESOURCES
KS1	Cycle B	<p><b>Online Relationships and Being Safe</b></p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How information and data is shared and used online.</li> <li>• 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 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>• Where to get advice e.g. family, school and/or other sources.</li> </ul>	Please see curriculum documents

YEAR GROUP	CYCLE	TOPIC/THEME DETAILS	RESOURCES
KS1	Cycle B	<p><b>PSHE Themed Week - Diversity and Acceptance</b></p> <ul style="list-style-type: none"> <li>• Understand the different groups that they belong to.</li> <li>• Recognise the ways they are the same as, and different to, other people.</li> <li>• Understand the different groups that exist within the community.</li> <li>• Consider the different roles and responsibilities people have in their community.</li> <li>• Understand the concepts of ethnicity, culture, gender, sexual orientation ability at an age-appropriate level.</li> <li>• Understand that some people dress or act in a different way, based on their ethnicity, culture, gender or ability—sometimes these ways of dressing or acting are only appropriate to those from that culture/ethnicity.</li> <li>• Understand the concept of stereotypes, prejudice and discrimination and that these ideas often form based on ethnicity, culture, gender, sexual orientation and ability but are not acceptable.</li> </ul>	Please see curriculum documents
KS1	Cycle B	<p><b>PSHE Themed Week - Environment</b></p> <ul style="list-style-type: none"> <li>• Understand all the good things we gain from our local environment: nature connectedness, wildlife, food, space to play.</li> <li>• Understand the impact of humans on the local environment including: littering, air pollution, property development.</li> <li>• Discuss ways to positively impact the local environment for ourselves and the future (litter picking, recycling, walking to school, looking after things so they last, upcycling etc.)</li> <li>• Understand the impact of poor environmental management on local wildlife.</li> </ul> <p>Understand reasons why people would like to help the local environment.</p>	Please see curriculum documents

YEAR GROUP	CYCLE	TOPIC/THEME DETAILS	RESOURCES
LKS2	Cycle A	<p><b>Internet Safety and Harm</b></p> <ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits</li> <li>• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted</li> <li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>	Please see curriculum documents

YEAR GROUP	CYCLE	TOPIC/THEME DETAILS	RESOURCES
LKS2	Cycle A	<p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	Please see curriculum documents

YEAR GROUP	CYCLE	TOPIC/THEME DETAILS	RESOURCES
LKS2	Cycle A	<p><b>PSHE Themed Week - Good Citizen</b></p> <ul style="list-style-type: none"> <li>• Understand what rules are, why they are needed, and why different rules are needed for different situations</li> <li>• Understand how people and other living things have different needs; about the responsibilities of caring for them</li> <li>• Recognise reasons for laws and understand the consequences of not adhering to rule them.</li> <li>• Recognise there are human rights that are there to protect everyone</li> <li>• Understand the relationship between rights and responsibilities.</li> <li>• Understand the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</li> <li>• Discuss ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</li> <li>• Understand that children between 10 and 17 can be arrested and taken to court if they commit a crime.</li> <li>• Understand the rights of a child and discuss why it is important to speak out if these rights are not met.</li> <li>• Understand the British Values and discuss why these are important.</li> <li>• Understand about how laws are made and who is responsible for this.</li> <li>• Outline basic government structure.</li> </ul>	Please see curriculum documents

YEAR GROUP	CYCLE	TOPIC/THEME DETAILS	RESOURCES
LKS2	Cycle A	<p><b>PSHE Themed Week - Safety</b></p> <ul style="list-style-type: none"> <li>• Recognize hazards in order to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters). Consider ways to reduce these risks.</li> <li>• Know that household products (including medicines) can be harmful if not used correctly.</li> <li>• Recognise the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).</li> <li>• Understand how to predict, assess and manage risk in different situations.</li> <li>• Discuss strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety,.</li> <li>• Discuss safe use of digital devices when out and about (headphones/phones whilst walking).</li> <li>• Learn what to do if there is an accident and someone is hurt including first aid.</li> <li>• Know basic techniques for dealing with common injuries</li> <li>• Know how to respond and react in an emergency situation; how to identify situations that may require the emergency services and know how to contact them and what to say.</li> <li>• Understand that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.</li> <li>• Understand risks posed by strangers and what to do if they are approached.</li> </ul>	Please see curriculum documents

YEAR GROUP	CYCLE	TOPIC/THEME DETAILS	RESOURCES
LKS2	Cycle B	<p><b>Online Relationships and Being Safe</b></p> <p>Online Relationships</p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul> <p>Being Safe</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other source</li> </ul>	Please see curriculum documents

YEAR GROUP	CYCLE	TOPIC/THEME DETAILS	RESOURCES
LKS2	Cycle B	<p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• The principles of planning and preparing a range of healthy meals</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>	Please see curriculum documents
LKS2	Cycle B	<p><b>PSHE Themed Week – Environment</b></p> <ul style="list-style-type: none"> <li>• Understand the impact of humans on the global environment including: deforestation, pollution, climate change, air waste, polluting waste, waste disposal, ways to reduce waste and sustainability.</li> <li>• Discuss ways to positively impact the global environment for ourselves and the future.</li> <li>• Understand the impact of poor environmental management on global communities and wildlife.</li> <li>• Understand reasons why people and/or companies may contribute to climate change for financial or personal gain.</li> </ul>	Please see curriculum documents

YEAR GROUP	CYCLE	TOPIC/THEME DETAILS	RESOURCES
LKS2	Cycle B	<p><b>PSHE Themed Week – Money</b></p> <ul style="list-style-type: none"> <li>• Understand what money is, the forms that money comes in and that money comes from different sources (income, winnings, presents, pocket money).</li> <li>• Understand that people make different choices about how to save and spend money.</li> <li>• Discuss the difference between needs and wants and understand that sometimes people may not always be able to have the things they want.</li> <li>• Understand that money needs to be looked after and the different ways of doing this (piggy bank, savings account).</li> <li>• Discuss about the different ways to pay for things (cash, card, digital wallets, loyalty schemes, online).</li> <li>• Decide what makes something 'good value for money'.</li> <li>• Appreciate risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe (online safety, not sharing details etc.).</li> </ul>	Please see curriculum documents
UKS2	Cycle A	<p><b>Changing Adolescent Body</b></p> <ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	Please see curriculum documents

YEAR GROUP	CYCLE	TOPIC/THEME DETAILS	RESOURCES
UKS2	Cycle A	<p><b>Health, Prevention and Basic First Aid</b></p> <p>Health and Prevention</p> <ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>• The facts and science relating to allergies, immunisation and vaccination</li> </ul> <p>Basic First Aid</p> <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	Please see curriculum documents

YEAR GROUP	CYCLE	TOPIC/THEME DETAILS	RESOURCES
UKS2	Cycle A	<p><b>PSHE Themed Week - Aspiration</b></p> <ul style="list-style-type: none"> <li>• Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</li> <li>• Understand that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</li> <li>• Understand about stereotypes in the workplace and that a person's career aspirations should not be limited by them.</li> <li>• Consider what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</li> <li>• Learn that that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.</li> <li>• Understand some of the skills that will help them in their future careers e.g. teamwork, communication, negotiation, digital literacy.</li> <li>• Identify the kind of job that they might like to do when they are older.</li> <li>• Recognise a variety of routes into careers (e.g. college, apprenticeship, university).</li> <li>• Understand the process of applying for a job, writing a CV and completing an interview.</li> <li>• Know where to look for jobs related to a particular field.</li> <li>• Digital literacy skills such as excel or powerpoint.</li> </ul>	Please see curriculum documents

YEAR GROUP	CYCLE	TOPIC/THEME DETAILS	RESOURCES
UKS2	Cycle A	<p><b>PSHE Themed Week – Health</b></p> <ul style="list-style-type: none"> <li>• Know how to make informed decisions about health and healthy living and recognise what might influence these.</li> <li>• Understand what good physical health means; how to recognise early signs of physical illness.</li> <li>• Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</li> <li>• Reflect on the physical and emotional changes that happen when approaching and during puberty (including menstruation, menstrual wellbeing, erections and wet dreams).</li> <li>• Consider how hygiene routines change during the time of puberty.</li> <li>• Know that mental health, just like physical health, is part of daily life and needs to be considered.</li> <li>• Discuss strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</li> <li>• Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</li> <li>• Discuss ways to boost one’s sense of self-worth and how to manage setbacks including how to re-frame unhelpful thinking.</li> <li>• The risks associated with unprotected sexual intercourse including STIs and pregnancy and how to seek help and advice about these things including access to testing.</li> <li>• Ways to protect themselves during sexual intercourse (contraception/ condoms).</li> <li>• The ways in which a baby is born and the risks associated.</li> <li>• The risks associated with body image/ eating disorders and the importance of eating correctly.</li> <li>• Understand the emotional, physical, financial demand of looking after children.</li> <li>• Discuss healthy and unhealthy mechanisms to cope with stress or anxiety.</li> </ul>	Please see curriculum documents

YEAR GROUP	CYCLE	TOPIC/THEME DETAILS	RESOURCES
UKS2	Cycle B	<p><b>Drugs, Alcohol and Tobacco</b></p> <ul style="list-style-type: none"> <li>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	Please see curriculum documents
UKS2	Cycle B	<p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>What constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>The principles of planning and preparing a range of healthy meals</li> <li>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>	Please see curriculum documents

YEAR GROUP	CYCLE	TOPIC/THEME DETAILS	RESOURCES
UKS2	Cycle B	<p><b>PSHE Themed Week - Diversity and Acceptance</b></p> <ul style="list-style-type: none"> <li>• Discuss the different groups that make up their community. Is being part of a community is a good or a bad thing?</li> <li>• Discuss and appreciate how different people and groups contribute to the community.</li> <li>• Understand diversity and the value and benefits of living in a diverse community.</li> <li>• Understand and critically analyse stereotypes. Discuss how they can negatively influence behaviours and attitudes towards others and develop strategies for challenging stereotypes.</li> <li>• Understand prejudice including how to recognise behaviours which discriminate against others and ways of responding to it if witnessed or experienced.</li> <li>• Understand the concepts of racism, homophobia/homophobic bullying, transphobia.</li> <li>• Know that hate crimes are criminal offences. The law recognises five types of hate crime on the basis of: race, religion, disability, sexual orientation, transgender identity.</li> <li>• Understand that any crime can be prosecuted as a hate crime if the offender has demonstrated hostility based on these concepts.</li> <li>• Discuss and share the ways in which certain terms, accents, hairstyles etc. can be considered/are inappropriate and offensive to those who identify as belonging to a minority group, particularly when used by someone not belonging to that group.</li> <li>• Discuss ways in which representation is incredibly important to those who identify as belonging to a minority group.</li> <li>• Know that belonging to a particular group in society can be a source of pride and or worry and concern for many people. Understand that this can be heightened in certain parts of the world with less acceptance.</li> <li>• Understand that disability can be viewed through a medical model or a social model. Most disability advocates prefer the social model which places emphasis on societal perception as the issue.</li> </ul>	Please see curriculum documents

YEAR GROUP	CYCLE	TOPIC/THEME DETAILS	RESOURCES
UKS2	Cycle B	<p><b>PSHE Themed Week – Money</b></p> <ul style="list-style-type: none"> <li>• There are different ways to pay for things and this will differ depending on your financial situation.</li> <li>• People have different attitudes to saving money and this can be influenced by a range of things.</li> <li>• People make spending decisions based on priorities, wants and needs.</li> <li>• There are many ways to keep track of money and spending (budget, checking/current account, apps...)</li> <li>• There are many financial risks associated with money (fraud, gambling, debt) and this can impact feelings, emotions, mental health and wellbeing.</li> <li>• People’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</li> <li>• Many people have a range of financial responsibilities (rent, mortgage, credit cards, living expenses) and these must be kept in order to be self-sufficient.</li> <li>• There are many ways to borrow money for necessary expenses but there are risks associated if not carefully considered.</li> <li>• There are many ways to ‘make money’ however some come with more financial risk than others.</li> <li>• The average UK salary is £32,000, the average house price is £288,000 and the average rent is £900 a month.</li> </ul>	Please see curriculum documents

## 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>

TOPIC	PUPILS SHOULD KNOW
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> <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/carer		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/carers	


## Appendix 4: PSHE (RSE) Subject on a Page


# Subject on a Page PSHE


 Develop children who grow into responsible, respectful and active citizens, able to thrive in the wider world, and embrace the challenges of a happy and successful adult life.


Allow children to foster key skills to positively negotiate the emotional, social and physical aspects of relationships through childhood, adolescence and adulthood. 


 Develop children who actively promote the fundamental British values so that they can successfully negotiate societal issues and dilemmas.


Facilitate character development, motivation, confidence, resilience and positive mental health so that children can engage in daily life with integrity. 


 Grow an ethos of inclusion, uniqueness and equality where all pupils can support one another to thrive in an environment where all needs are met.

Encourage an understanding of how to maintain a physically healthy, active lifestyle and take up opportunities to engage in physical activity throughout their school life. 

 Enable pupils to recognise online and offline risks to their wellbeing and provide them with the tools to seek help and support when needed.

Promote financial capability and economic understanding including managing money and keeping money safe. 

 **INTENT** WHAT DO WE AIM TO DO?

*"Education is the most powerful weapon which you can use to change the world."* 

### RSE LEARNING EXPERIENCES

Throughout their Greenfields journey, children cover the statutory primary age objectives of the Relationships, Sex and Health Education including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental Wellbeing
- Internet safety and harm
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

This content is explicitly taught to years 1-6 through two week long learning experiences further links being made Science, PE, and D.T. Whilst RSE does not cover EYFS, children in our Year R and Nursery also cover some of these themes through stories, role play, adult directed learning and continuous provision.

### PSHE THEMED WEEKS

As well as RSE learning experiences, each cycle, children from Years 1-6 will also have two PSHE themed weeks covering content and skills from living in the wider world. These include:

- Diversity and Acceptance
- Money
- Environmental Issues
- Aspiration
- Health
- Good Citizenship
- Safety


These concepts are non-statutory but come from issues that our community feel that children may face in the future.

### CLUBS

One way that children get to develop their relationship skills and wider experiences is through the vast range of extra-curricular clubs on offer. These clubs run daily and all children from Year R to Six have the opportunity to attend. From these clubs, children can then be chosen to represent the school in a range of competitions.

### TRIPS AND VISITS

As part of our PSHE learning and Spiritual, Social, Moral and Cultural development, our children have numerous opportunities to develop their skills through a range of extra-curricular trips and workshops. These could be linked to learning experiences or stand-alone opportunities to experience things that lie outside their day to day lives.

 **IMPLEMENTATION**

HOW WILL WE ACHIEVE OUR INTENT?

Get the knowledge you need to act at [thekeyssupport.com](https://thekeyssupport.com)  
 © The Key Support Services Ltd | For terms of use, visit [thekeyssupport.com/terms](https://thekeyssupport.com/terms)

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## COMMUNITY

As a school, we are incredibly proud of the community ethos we foster and our work with the community aids in parental engagement in all areas of the PSHE and RSE curriculum, ensuring that the content learned can be continued in the family setting with further support provided to those families who need it most. Work with community partners enhances this support and provides children with a range of additional experiences and opportunities to develop as well rounded citizens.

## READING SPINE

At Greenfields, children are exposed to a range of books, through our English reading spine, that allow children to experience a variety of characters from a range of backgrounds, facilitating representation and acceptance. This is further enhanced through our wide range of representative texts in our libraries and weekly guided reading themes.

## PSHE ASSEMBLIES

From Years R to Six, children attend weekly whole school assemblies to introduce a theme or topic relating to a societal issue, commemorative day or cultural celebration, based on a book. Children have the opportunity to then reflect on this theme, linking it to the school values. Each topic is then discussed in more detail at a developmentally appropriate level in phase assemblies (for years 1-6), classroom discussions and reading sessions throughout the week.

## BRITISH VALUES AND SMSC

Children are taught and encouraged to understand and demonstrate the fundamental British values in all subject areas including PSHE/RSE, PE, RE, History, Geography and English. Social, Moral, Spiritual and Cultural development is also fostered throughout the wide range of experiences provided across our wider curriculum and through assemblies and community events.

## SCHOOL VALUES

Our school values are:

- Resilience
- Uniqueness
- Aspiration
- Teamwork
- Wellbeing

Our school values embody the nature of the PSHE curriculum and children enthusiastically demonstrate the values in all they do. Children are recognised for demonstrating the values through Greenfields Greatness awards in phase assemblies.

## INCLUSION & INTERVENTION

Teachers will continually assess children's ability and progress using information from lessons, observations and assessment. Swift intervention is made and target areas are identified based on their need. Two reading TAs support children by giving focussed interventions, these could include: phonics, fluency, 1:1 reading, develop comprehension.

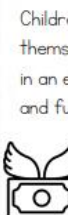


Children will develop into well rounded members of the community who can contribute to and thrive in society.

Children will successfully negotiate a range of healthy relationships throughout their lives, applying the skills learnt to support them to identify when relationships are not beneficial to their wellbeing.



Children will be accepting and tolerant of those who are different from themselves and have the tools to speak up or seek help to fight injustice and discrimination.



Children will have the skills and understanding to keep themselves physically and mentally safe and healthy in an ever changing world so that they can live long and fulfilling lives.



Children will have the tools to negotiate the complexities of adult life including becoming financially independent.

Children will develop character, motivation and confidence in their own abilities, allowing them to thrive at secondary school, further education placements and the workplace.



# IMPLEMENTATION

HOW WILL WE ACHIEVE OUR INTENT?



# IMPACT

HOW DO WE KNOW WE HAVE ACHIEVED OUR AIMS?