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# RELATIONSHIPS AND SEX EDUCATION POLICY

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Reviewed: October 2023

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| <b>The Policy was formally adopted by the<br/>Governing Board on:</b> | <b>Date: 22 Nov 2023</b> |
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## **Contents**

1. Aims
2. Statutory requirements
3. Policy development
4. Definition
5. Implementation and Curriculum
6. Use of external organisations and resources
7. Roles and responsibilities
8. Parents' right to withdraw
9. Training and Support
10. Monitoring, Review and Evaluation

Appendix 1: Curriculum map

Appendix 2: Curriculum Matching

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

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## **1. Aims**

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

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

## **2. Statutory requirements**

As a state 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 Canvey Junior School, we teach RSE as set out in this policy.

### **3. Policy development**

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

1. Review – working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### **4. Definition**

Relationships Education is about pupils being taught about different relationships including about friendships, family, and the people that can help them. Respect for others is also taught in an age-appropriate way with a focus on healthy relationships that pupils will encounter. This also applies to online relationships to ensure that children are safe when online and how others can use their information in a way that they may not expect.

This teaching includes different types of family that provide a nurturing environment for children, including, for example, single parent families, families headed by grandparents, adoptive parents and Lesbian Gay Bi and Trans (LGBT) parents. The purpose of this is to ensure that there is no stigmatisation of different families, and to show that people come from different backgrounds.

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.

RSE does not encourage early sexual experimentation. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

## **5. Implementation and Curriculum**

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it 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.

It is important that Canvey Junior School implements the RSE and Health Education Policy consistently throughout the School, and provides effective provision throughout classrooms. The school encourages teachers to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Through this aspect of the curriculum, the aim is to explore different attitudes, values and social labels, and develop skills that will enable pupils to make informed decisions regarding RSE and Health Education. It is important that pupils know the difference between fact, opinion and belief.

RSE and Health Education is delivered in Science and PSHE. Canvey Junior School understands that different pupils of the same age may develop at different stages and staff are able to plan provision to consider these differences. Appendix 1 sets out the curriculum map for both PSHE and Science and Appendix 2 shows how the statutory requirements are taught across the key Stage using the "My Life" scheme from HarperCollins Publishing.

Given the age of primary pupils, the focus of the curriculum is around relationships of pupils with their family members, friends and online relationships.

## **Dealing with Difficult Questions**

Staff training includes sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill-equipped to answer. In this case, they may wish to put the question to one side and seek advice from the PSHE Leader or Designated Safeguarding Lead (DSL).

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff use to support this are:

- an anonymous question box; this enables pupils to feel more comfortable to ask questions without being identified
- setting ground rules before any session to remind the children this is a safe place where all views will be heard with sensitivity and maturity

## **Pupils with Special Educational Needs**

Canvey Junior School works hard to ensure that all aspects of its curriculum are inclusive and supports the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE and Health Education.

The schools uses a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods;
- group and paired activities;
- practical activities;
- use of expert guest speakers;
- using DVDs or video.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

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
- Being safe

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.

## **Equal Opportunities**

Canvey Junior School has duties under the Equalities Act 2010 to ensure that pupils are not discriminated against because of their sex, race, disabilities, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity. RSE and Health Education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views are challenged, and equality promoted. Any bullying that relates to sexual behaviour, or perceived sexual orientation, is dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the Anti-Bullying Policy and the Behaviour Policy.

## **Safeguarding and Confidentiality**

The school hopes to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life, either at school or at home. Training around confidentiality is provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the child protection and safeguarding procedure is followed.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the DSL to decide what is in the best interest of the child.

### **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

## **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

## **7. Roles and Responsibilities**

### **Local Governors**

Local Governors monitor and evaluate the impact of the Policy by reviewing pupils' progress in achieving the expected educational outcomes. They hold the Headteacher (HT) to account for the implementation of the Policy.

### **Headteacher**

The HT ensures that RSE and Health Education is taught consistently and reports back to the Governors on educational outcomes. The HT ensures that senior staff receive regular professional development training in how to deliver RSE and Health Education with support from their respective Senior Leadership Team (SLT) member, and ensure that staff are supported and up to date with policy changes. The HT ensures that RSE and Health Education is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics), and that the quality of provision is subject to regular and effective self-evaluation. The HT ensures that teaching is age-appropriate, delivered in ways that are accessible to all pupils with Special Educational Needs and Disabilities (SEND), and that the subjects are resourced, staffed and timetabled appropriately. The HT ensures that teaching delivered by any external organisation is age-appropriate and accessible for pupils, liaises with parents/carers regarding any concerns or opinions regarding RSE and Health Education provision, and manages parental/carers requests for withdrawal of pupils from non-statutory, non-science components of RSE.

### **Staff**

Teachers of RSE and Health Education ensure that they are up to date with School policy and curriculum requirements regarding sex education, and attend and engage in professional development training. Teachers encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously.

## **Parents/Carers**

Canvey Junior School expects parents/carers to share the responsibility of sex education, and to support their children's personal, social and emotional development. The school encourages parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through School PSHE. Parents/carers are also encouraged to seek additional support in this from the school where they feel it is needed.

## **Pupils**

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

## **8. Parents' right to withdraw**

### **Withdrawal from Relationships and Sex Education**

Canvey Junior School hopes that parents/carers feel comfortable with, and understand the importance of, the education provided to their children as described in this Policy.

Parents/carers of children in primary school have the right to withdraw their child from sex education, and should state this in writing to the HT.

Before withdrawing or making a request, the school strongly urges parents/carers to carefully consider their decision, as RSE is a vital part of the curriculum and supports child development. Parents/carers cannot withdraw their child from RSE or Health Education or the elements on human growth and reproduction, which fall under the National Curriculum for science.

If a pupil is excused from sex education, Canvey Junior School will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

## **Complaints**

Parents/carers, who have complaints or concerns regarding the RSE and Health Education curriculum should contact the chair of Governors and follow the Complaints Policy and Procedure.

## **9. Training and Support**

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.

### **Support**

Canvey Junior School hopes that pupils feel safe in School to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to RSE and Health Education. The school promotes an ethos of inclusion and acceptance throughout all areas of School activity and hopes that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Parents/carers should contact the subject lead, or their child's class teacher for one-on-one support on providing effective RSE and Health Education at home.

## **10. Monitoring, Review and Evaluation**

The educational and personal needs of school's pupils develop in line with varying societal pressures and economic change. Canvey Junior School aim is to provide RSE and Health Education that is relevant and tailored to meet the needs of the pupils, depending on their age and stage of personal development. For this reason, Canvey Junior School reviews the RSE and Health Education curriculum annually, and informs parents/carers of any revisions to its policy or curriculum.

Canvey junior School aims to monitor the effectiveness of its RSE and Health Education provision through:

- annual feedback from pupils;
- annual feedback from parents/carers;
- feedback from staff;
- classroom observations.

The school reviews this Policy annually, evaluating its effectiveness by considering feedback from pupils, staff and parents/carers, as well as what has come to light through classroom observations and information received from national reports and curriculum reviews.

## **Appendix 1: RSE and Health Education Curriculum**

### **Science Curriculum**

#### **The National Curriculum for science covers:**

- naming the main external parts of the human body;
- the human body as it grows from birth to old age (including puberty);
- processes of reproduction and growth in animals;
- reproduction in some plants.

### **PSHE Curriculum**

This is based on the “My Life” scheme of work from HarperCollins Publishing.

|               | <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>   | <b>Spring 2</b>   | <b>Summer 1</b>   | <b>Summer 2</b>  |
|---------------|---|---|---|---|---|--|
| <b>Year 3</b> | Friendship Week<br>Black History Month<br>(1 <sup>st</sup> October)<br>Safety Online<br>(Collins)             | Celebrating Achievement and Being Resilience<br>(Collins)     | Being Part of the Community<br>(Collins)                          | Exercise<br>(Collins)<br><br>Links to Science                   | Stereotypes<br>(Collins)  | What I Like<br>(Collins)   |
| <b>Year 4</b> | Friendship Week<br>Black History Month<br>(1 <sup>st</sup> October)<br>Falling Out and Making Up<br>(Collins) | Money Matters<br>(Collins)                                    | Human Rights<br>(Collins)   | Respect<br>(Collins)  | Nutritional and Dental Health<br>(Collins)<br><br>Link to Science         | Emergency Situations<br>(Collins)  |
| <b>Year 5</b> | Friendship Week<br>Black History Month<br>(1 <sup>st</sup> October)<br>Online Safety                          | Fake News<br>(Collins)<br><br>Puberty (Period Talk & Collins) | Bereavement and Loss<br>(Collins)                                 | Changes in Friendship<br>(Collins)                              | Body Image<br>(Collins)   | Life in Plastic<br>(Collins)<br><br>Link to Scientific Enquiry   |
| <b>Year 6</b> | Friendship Week<br>Black History Month<br>(1 <sup>st</sup> October)<br>Online Safety                          | E- Safety and Social Media<br>(Collins)                       | Mental and Emotional Health<br>(Collins)<br><br>SAT's preparation | Drugs and Alcohol Education<br>(Collins)<br><br>Link to Science | Global Sustainable Development Goals<br>(Collins)<br><br>Links to Science | Anti-social Behaviour and the Role of Police and the Law<br>(Collins)<br><br>Sex Education (Puberty & Collins) |

## **Appendix 2: Curriculum Matching chart**

### **Curriculum Matching Chart Lower Key Stage 2**

| <b>Statutory relationship education objectives covered</b>  | <b>Topic and lesson</b>  |
|---|--|
| 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. | Yr3 Celebrating Achievements and Being Resilient Lesson 5      |
| How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.  | Yr3 What I Like Lesson 5                                       |
| How important friendships are in making us feel happy and secure.   | Yr4 Respect Lesson 1<br>Yr4 Falling out and Making Up Lesson 1 |
| The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties.                                   | Yr4 Respect Lesson 1<br>Yr4 Falling Out and Making Up Lesson 2 |
| That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.   | Yr4 Respect Lesson 3<br>Yr4 Falling Out and Making Up Lesson 4 |
| 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.  | Yr4 Respect Lesson 3<br>Yr4 Falling Out and Making Up Lesson 3 |
| 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.   | Yr4 Falling Out and Making Up Lesson 5                         |
| 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.                   | Yr3 Stereotypes Lessons 4, 5<br>Yr3 What I Like Lesson 3       |
| Practical steps they can take in a range of different contexts to improve or support respectful relationships.  | Yr4 Respect Lesson 2   |
| The importance of self-respect and how this links to their own happiness.   | Yr3 What I Like Lesson 3 Yr4 Respect Lesson 2                  |
| 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.   | Yr4 Respect Lesson 5   |
| 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.   | Yr4 Respect Lesson 5   |
| What a stereotype is, and how stereotypes can be unfair, negative or destructive.   | Yr3 Stereotypes Lessons 1, 2, 3                                |

| Statutory relationship education objectives covered   | Topic and lesson   |
|---|--|
| The importance of permission-seeking and giving in relationships with friends, peers and adults.  | Yr3 What I Like Lesson 4   |
| That people sometimes behave differently online, including by pretending to be someone they are not.  | Yr3 Safety Online Lessons 1, 2                                       |
| 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. | Yr3 Safety Online Lesson 3   |
| The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  | Yr3 Safety Online Lesson 5   |
| How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.                     | Yr3 Safety Online Lesson 3   |
| How information and data is shared and used online.   | Yr3 Safety Online Lesson 2   |
| What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).   | Yr3 Safety Online Lesson 3<br>Yr4 Falling Out and Making Up Lesson 5 |
| 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.       | Yr3 Safety Online Lesson 2   |
| That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.                                      | Yr3 What I Like Lesson 4   |
| How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.   | Yr3 Safety Online Lesson 2   |
| How to recognise and report feelings of being unsafe or feeling bad about any adult.  | Yr4 Respect Lesson 2   |
| How to ask for advice or help for themselves or others, and to keep trying until they are heard.  | Yr3 Safety Online Lesson 5<br>Yr3 What I Like Lesson 5               |
| Where to get advice, e.g. family, school and/or other sources.  | Yr4 Falling Out and Making Up Lesson 5                               |
| How to report concerns or abuse, and the vocabulary and confidence needed to do so.   | Yr3 What I Like Lesson 5   |

| Statutory health education objectives covered  | Topic and lesson  |
|--|---|
| That mental wellbeing is a normal part of daily life, in the same way as physical health.  | Yr3 Celebrating Achievements and Being Resilient Lesson 1 |
| 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. | Yr3 What I Like Lesson 2                                  |

| Statutory health education objectives covered  | Topic and lesson   |
|--|--|
| 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.  | Yr3 Celebrating Achievements and Being Resilient Lesson 3<br>Yr3 What I Like Lesson 2  |
| How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.   | Yr3 Celebrating Achievements and Being Resilient Lesson 3  |
| The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.   | Yr3 Being Part of a Community Lesson 4<br>Yr3 Exercise Lesson 4<br>Yr3 Celebrating Achievements and Being Resilient Lesson 5 |
| Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.   | Yr3 Exercise Lesson 3<br>Yr3 Celebrating Achievements and Being Resilient Lesson 5<br>Yr3 What I Like Lesson 1               |
| That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.   | Yr4 Respect Lesson 5   |
| Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). | Yr3 Safety Online Lesson 5<br>Yr3 Celebrating Achievements and Being Resilient Lesson 4                                      |
| It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.   | Yr3 Celebrating Achievements and Being Resilient Lesson 4  |
| That for most people the internet is an integral part of life and has many benefits.   | Yr3 Safety Online Lesson 1   |
| 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.  | Yr3 Safety Online Lesson 4   |
| Why social media, some computer games and online gaming, for example, are age restricted.  | Yr3 Safety Online Lesson 4   |
| 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.  | Yr3 Safety Online Lesson 1   |
| Where and how to report concerns and get support with issues online.   | Yr3 Safety Online Lesson 5   |
| The characteristics and mental and physical benefits of an active lifestyle.   | Yr3 Exercise Lessons 1, 2  |
| The risks associated with an inactive lifestyle (including obesity).   | Yr3 Exercise Lesson 3  |
| How and when to seek support including which adults to speak to in school if they are worried about their health.  | Yr3 Exercise Lesson 5  |

| Statutory health education objectives covered  | Topic and lesson                         |
|--|--|
| What constitutes a healthy diet (including understanding calories and other nutritional content).  | Yr4 Nutrition and Dental Health Lesson 1 |
| The principles of planning and preparing a range of healthy meals.   | Yr4 Nutrition and Dental Health Lesson 3 |
| 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). | Yr4 Nutrition and Dental Health Lesson 2 |
| How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.   | Yr4 Nutrition and Dental Health Lesson 4 |
| About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.   | Yr4 Nutrition and Dental Health Lesson 5 |
| How to make a clear and efficient call to emergency services if necessary.   | Yr4 Emergency Situations Lessons 1, 3    |
| Concepts of basic first-aid, for example dealing with common injuries, including head injuries.  | Yr4 Emergency Situations Lesson 2        |

| PSHE Association Living in the wider world objectives covered   | Topic and lesson   |
|---|--|
| L1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws.  | Yr4 Human Rights Lesson 2<br>Yr4 Respect Lesson 4  |
| L2. To recognise there are human rights, that are there to protect everyone.  | Yr4 Human Rights Lessons 1, 2, 3, 5  |
| L3. To learn about the relationship between rights and responsibilities.  | Yr4 Human Rights Lessons 1, 3  |
| L4. To learn 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.                      | Yr3 Being Part of a Community Lesson 3<br>Yr4 Respect Lesson 5<br>Yr4 Falling Out and Making Up Lesson 3 |
| L5. To learn 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) | Yr3 Being Part of a Community Lesson 5   |
| L6. To learn about the different groups that make up their community; what living in a community means.   | Yr3 Being Part of a Community Lesson 1   |
| L7. To learn to value the different contributions that people and groups make to the community.   | Yr3 Being Part of a Community Lessons 1, 3   |



| PSHE Association Living in the wider world objectives covered   | Topic and lesson  |
|---|---|
| L8. To learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.   | Yr3 Being Part of a Community Lesson 2<br>Yr4 Human Rights Lesson 3           |
| L9. To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.                                      | Yr4 Human Rights Lesson 4<br>Yr4 Respect Lesson 5<br>Yr3 Stereotypes Lesson 5 |
| L10. To learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.                             | Yr4 Human Rights Lesson 4<br>Yr4 Respect Lesson 5                             |
| L11. To recognise ways in which the internet and social media can be used both positively and negatively.   | Yr3 Safety Online Lessons 1, 4  |
| L12. To learn how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.   | Yr3 Safety Online Lesson 5  |
| L13. To learn about some of the different ways information and data is shared and used online, including for commercial purposes.   | Yr3 Safety Online Lesson 2  |
| L14. To learn about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.                  | Yr3 Safety Online Lesson 2  |
| L15. To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.   | Yr3 Safety Online Lesson 2  |
| L16. To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation. | Yr3 Safety Online Lesson 3  |
| L17. To learn about the different ways to pay for things and the choices people have about this.  | Yr4 Money Matters Lesson 1  |
| L18. To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.              | Yr4 Money Matters Lessons 1, 5  |
| L20. To recognise that people make spending decisions based on priorities, needs and wants.   | Yr4 Money Matters Lesson 2  |
| L21. To learn different ways to keep track of money.  | Yr4 Money Matters Lesson 4  |
| L24. To identify the ways that money can impact on people's feelings and emotions.  | Yr4 Money Matters Lesson 2  |
| L25. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.   | Yr4 Money Matters Lesson 5  |
| L27. To learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them.  | Yr4 Money Matters Lesson 3<br>Yr3 Stereotypes Lesson 1                        |

| <b>PSHE Association Living in the wider world objectives covered</b>   | <b>Topic and lesson</b>    |
|--|----------------------------|
| L28. To learn about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs). | Yr4 Money Matters Lesson 3 |
| L29. To learn 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.   | Yr4 Money Matters Lesson 3 |
| L30. To learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.   | Yr4 Money Matters Lesson 5 |

| <b>Bespoke objectives</b>  | <b>Topic and lesson</b>                                   |
|--|---|
| To understand the importance of keeping personal information private.  | Yr3 Safety Online Lesson 2                                |
| To learn how to respond to fire safety issues within school and in the home.   | Yr4 Emergency Situations Lesson 3                         |
| To identify the dangers water can pose and how these can be avoided or reduced.  | Yr4 Emergency Situations Lesson 4                         |
| To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.   | Yr3 Being Part of a Community Lesson 1                    |
| To know that your achievements in life may look different to those of others but should all be celebrated.   | Yr3 Celebrating Achievements and Being Resilient Lesson 1 |
| To understand that it's important to have aspirations and goals in life.   | Yr3 Celebrating Achievements and Being Resilient Lesson 2 |
| To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).  | Yr4 Money Matters Lesson 2                                |
| To learn about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. | Yr4 Emergency Situations Lesson 1, 5                      |

## Curriculum Matching Chart Upper Key Stage 2

| Statutory relationship education objectives covered   | Topic and lesson   |
|---|--|
| That families are important for children growing up because they can give love, security and stability.   | Yr6 Sex education Lesson 1   |
| 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. | Yr5 Bereavement and Loss Lessons 2, 5                                  |
| 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.  | Yr6 Sex education Lesson 5<br>Yr5 Bereavement and Loss Lessons 3, 4, 5 |
| How important friendships are in making us feel happy and secure.   | Yr5 Changes in friendships Lessons 1, 5                                |
| The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.                            | Yr5 Changes in friendships Lessons 1, 3, 4                             |
| That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.   | Yr5 Changes in friendships Lesson 2                                    |
| 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.  | Yr5 Changes in friendships Lesson 2                                    |
| 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.                   | Yr5 Body Image Lesson 5  |
| Practical steps they can take in a range of different contexts to improve or support respectful relationships.  | Yr6 Sex education Lesson 3   |
| The importance of self-respect and how this links to their own happiness.   | Yr5 Body Image Lessons 1, 2, 3, 4                                      |
| What a stereotype is, and how stereotypes can be unfair, negative or destructive.   | Yr5 Fake news Lesson 4   |
| That people sometimes behave differently online, including by pretending to be someone they are not.  | Yr6 E-Safety and social media Lesson 5                                 |
| The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  | Yr6 E-Safety and social media Lesson 3                                 |
| How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.  | Yr6 E-Safety and social media Lesson 5                                 |
| How information and data is shared and used online.   | Yr6 E-Safety and social media Lesson 3                                 |
| 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.   | Yr6 E-Safety and social media Lessons 2, 3                             |
| That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.  | Yr5 Puberty Lesson 3<br>Yr6 Sex education Lessons 2, 3, 4              |
| How to report concerns or abuse, and the vocabulary and confidence needed to do so.   | Yr5 Changes in friendships Lesson 4<br>Yr6 Sex education Lesson 3      |

| Statutory health education objectives covered  | Topic and lesson   |
|--|--|
| That mental wellbeing is a normal part of daily life, in the same way as physical health.  | Yr6 Mental and emotional health Lesson 1   |
| 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.   | Yr6 Mental and emotional health Lesson 1   |
| How to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' feelings.   | Yr5 Bereavement and Loss Lessons 1, 2, 3   |
| How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.   | Yr6 Mental and emotional health Lessons 2, 5   |
| The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.   | Yr5 Life in plastic Lesson 4<br>Yr6 Mental and emotional health Lesson 3                                 |
| Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.   | Yr6 Mental and emotional health Lessons 2,3, 4   |
| Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.  | Yr6 Mental and emotional health Lessons 5  |
| Where and how to seek support (including recognising the triggers for seeking support), including the person they should speak to at school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). | Yr6 Mental and emotional health Lesson 5   |
| It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.   | Yr6 Mental and emotional health Lesson 1   |
| That for most people the internet is an integral part of life and has many benefits.   | Yr6 E-Safety and social media Lesson 1   |
| 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.  | Yr6 E-Safety and social media Lesson 5   |
| 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.   | Yr6 E-Safety and social media Lesson 4   |
| 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.  | Yr6 E-Safety and social media Lesson 1<br>Yr5 Body Image Lesson 3<br>Yr5 Changes in friendships Lesson 5 |
| How to be a discerning consumer of information online, including understanding that information, including that from search engines, is ranked, selected and targeted.   | Yr5 Fake news Lessons 1, 2, 4<br>Yr5 Body Image Lesson 4   |
| Where and how to report concerns and get support with issues online.   | Yr5 Fake news Lesson 3   |

| Statutory health education objectives covered   | Topic and lesson  |
|---|---|
| The characteristics and mental and physical benefits of an active lifestyle.  | Yr6 Mental and emotional health Lesson 3                            |
| 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. | Yr6 Mental and emotional health Lesson 3                            |
| The risks associated with an inactive lifestyle (including obesity).  | Yr5 Body Image Lesson 1, 3  |
| What constitutes a healthy diet (including understanding calories and other nutritional content).   | Yr5 Body Image Lesson 1, 3  |
| The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.  | Yr6 Drugs and alcohol education Lessons 1, 2, 3, 4, 5               |
| The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.  | Yr6 Mental and emotional health Lesson 4                            |
| About personal hygiene and germs, including bacteria, viruses, how they are spread and treated, and the importance of handwashing.  | Yr5 Puberty Lesson 2  |
| Key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes.  | Yr5 Puberty Lessons 1, 2, 3, 4, 5<br>Yr6 Sex education Lessons 1, 4 |
| About menstrual wellbeing, including the key facts about the menstrual cycle.   | Yr5 Puberty Lesson 4  |

| PSHE Association Living in the wider world objectives covered                                | Topic and lesson  |
|--|---|
| L1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws. | Yr6 Anti-social behaviour and the role of the police and the law Lesson 1   |
| L2. To recognise there are human rights, that are there to protect everyone.                 | Yr6 Anti-social behaviour and the role of the police and the law Lesson 2<br>Yr6 Global sustainable development goals Lesson 2    |
| L3. To learn about the relationship between rights and responsibilities.                     | Yr6 Anti-social behaviour and the role of the police and the law Lesson 2, 5<br>Yr6 Global sustainable development goals Lesson 4 |

| PSHE Association Living in the wider world objectives covered  | Topic and lesson  |
|--|---|
| L5. To learn 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). | Yr6 Global sustainable development goals Lessons 3, 5<br>Yr5 Life in plastic Lessons 3, 5   |
| L6. To learn about the different groups that make up their community; what living in a community means.  | Yr6 Anti-social behaviour and the role of the police and the law Lesson 3                   |
| L7. To learn to value the different contributions that people and groups make to the community   | Yr6 Global sustainable development goals Lesson 5   |
| L9. To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.   | Yr6 Anti-social behaviour and the role of the police and the law Lesson 1                   |
| L10. To learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.  | Yr6 Anti-social behaviour and the role of the police and the law Lesson 5                   |
| L12. To learn how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.  | Yr5 Fake news Lesson 5  |
| L13. To learn about some of the different ways information and data is shared and used online, including for commercial purposes.  | Yr6 E-Safety and social media Lesson 2<br>Yr5 Fake news Lessons 2, 3                        |
| L14. To learn about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.   | Yr6 E-Safety and social media Lesson 3<br>Yr5 Fake news Lesson 2                            |
| L15. To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.  | Yr6 E-Safety and social media Lesson 3<br>Yr5 Fake news Lesson 5                            |
| L16. To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.                            | Yr5 Body image Lesson 4<br>Yr5 Fake news Lesson 1<br>Yr6 E-Safety and social media Lesson 4 |
| L19. To understand that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).   | Yr5 Life in plastic Lesson 4  |

| PSHE Association Living in the wider world objectives covered   | Topic and lesson   |
|---|--|
| L24. To identify the ways that money can impact on people's feelings and emotions.                                      | Yr6 Drugs and alcohol education Lesson 5<br>Yr6 E-Safety and social media Lesson 1 |
| L25. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. | Yr6 Mental and emotional health Lesson 1   |

| Bespoke objectives  | Topic and lesson  |
|---|---|
| To understand that there are basic human rights shared by all peoples and all societies – and that these rights sometimes conflict.   | Yr6 Anti-social behaviour and the role of police and the law Lesson 4                 |
| To explore the ways in which a variety of cultures celebrate the life and loss of their loved ones.   | Yr5 Bereavement and Loss Lesson 4   |
| To know that body image has changed throughout the ages and can be influenced by society.   | Yr5 Body Image Lesson 2   |
| To know that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.                      | Yr6 Drugs and alcohol education Lesson 3  |
| To know how to make informed choices.   | Yr6 Drugs and alcohol education Lesson 4  |
| To understand the importance of keeping personal information private and some of the rules and principles for keeping safe online.  | Yr6 E-Safety and social media Lessons 2, 5  |
| To understand the ways in which single-use plastics can affect the planet when not disposed of correctly.   | Yr5 Life in plastic Lesson 2  |
| To identify the ways in which individually, as a school and a community materials and resources can be reduced, recycled and reused.  | Yr5 Life in plastic Lesson 5  |
| To identify the stages of pregnancy and how a baby is conceived.  | Yr6 Sex education Lesson 5  |
| To understand what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). | Yr5 Life in plastic Lessons 1, 3<br>Yr6 Global sustainable development goals Lesson 1 |