



Relationships Education, Relationships & Sex Education and Health Education Policy (RRSHE)

Audience	Classroom based staff Parents Governors Pupils
Co-ordinated by	PSD Team/Inclusion Lead
Date written / reviewed	February 2025
Date of next review	January 2027
To be reviewed by	PSD Team
Associated Governing Body Committee	Curriculum

School vision statement

To provide an inclusive learning community where every child matters

School aims

- *To provide a high standard of education in a stimulating, varied environment in which children can learn effectively;*
- *To create a caring atmosphere in which children are taught good citizenship, are happy and encouraged to act independently and foster self-discipline;*
- *To encourage the children to co-operate with, understand and care for others from all backgrounds and abilities, thus children are guided into responsibility not only for their own development but also that of the whole school family;*
- *To ensure that every child, whatever their ability, has the right and opportunity to attend our school with appropriate resources and support wherever possible, and to have access to a broad and balanced curriculum;*
- *To create, maintain and develop a physical and emotional atmosphere where children are stimulated to develop powers of observation and lively enquiring minds;*
- *To develop an understanding of decision-making and the need for rules, maintaining a continuous effort to improve standards for the general good and success of all.*

We have written this document to support pupils and their learning at Greswold.

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How this policy was developed

This policy was developed through a period of consultation with pupils, parents, staff and governors. The programme for RRSHE has been developed from the children's existing knowledge and understanding as indicated by questionnaires completed by pupils thus ensuring that it is appropriate to their needs. Ongoing formative assessment is a key part of our RRSHE work and staff ensure that the curriculum is appropriate for both the age and stage of the children. We also ask pupils to evaluate their learning so that we can make any necessary changes for the following cohort to improve their learning experience. Parents have also been consulted, via an online survey, about their thoughts on what they feel are important aspects of RSE.

This policy takes full account of the school's legal obligations outlined in the DfE statutory guidance 'Relationships Education, Relationships & Sex Education and Health Education' (2019 – updated 2021). It also recognises our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. It also takes into account guidance given by The Schools White Paper on 'The Importance of Teaching' and guidance from Mental Health and Behaviour in schools: (June 2019) (ref DFE-00327-2018). It has been written following the guidance from The DfE and PSHE Association's guidance on producing school's SRE Policy. In July 2019 Greswold renewed its National Healthy School status. Greswold has renewed its National Healthy School status (July 2019) and it has also achieved Enhanced Healthy School Status (December 2015) where our work was based around Emotional Health & Well-being and Relationships.

National Healthy Schools Standard (NHSS)

In July 2019, the school renewed its NHSS status. This confirmed our commitment to a whole-school approach to good health, improving both health and education standards. A healthy school is one that is successful in helping pupils to do their best and build on their achievements. In December 2015 we were officially awarded Enhanced status.

Definition

At Greswold we mainly refer to our teaching of Relationships, Relationships and Sex Education and Health Education (RRSHE) as PSD (Personal and Social Development). Some of our younger pupils may know it as 'Jigsaw' or 'circle time'.

Overview and Aims

The teaching and learning of RRSHE contributes to our overall aims to help children:

- develop a feeling of personal worth;
- to act independently and foster self-discipline
- respect themselves and respect other members of society.

The main aim of our RRSHE provision is to allow pupils to leave Greswold Primary School having gained the skills and attitudes needed to react positively to the pressures of modern life. We also aim to equip them with the skills, knowledge and attitudes to develop and sustain a range of positive relationships, both now and in the future.

RRSHE teaching and learning will enable children:

- to live healthily and safely and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood
- to reflect on their experiences and how they are developing
- to understand and manage responsibly a wider range of relationships as they mature

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- to show respect for the diversity of, and differences between, people
- to develop their well-being and self-esteem, encouraging belief in their ability to succeed
- to take responsibility for their learning and future choice of courses and career

Values

Our school's core values are Belonging, Respect, Independence, Curiosity, Kindness and Success. These link closely to the British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. Of particular relevance in our RRSHE Scheme of Work are belonging, respect, independence and kindness. In addition to these, we feel that the following values are at the heart of our RRSHE programme. Staff will need to be aware of their own values and how they may impact on their teaching of RRSHE. As a result of consultation, the values identified below are felt to be of particular pertinence in RRSHE. Alongside them are examples of what these values look like in action.

Knowledge

- giving children accurate information and vocabulary appropriate to their age, needs and development
- answering questions honestly but with regard to their age, needs, development and the nature of the question

Responsibility

- teachers have a responsibility to ensure that their attitudes do not affect their teaching
- children taking responsibility for themselves and their choices

Respect

- showing awareness of and consideration for diversity within different types of relationship and family group
- the right for children to have their opinions heard and for them to be able to amend or change opinions
- quality RSE as an entitlement for all children
- understanding of differing gender needs and a commitment to meet those needs

Caring

- commitment within family life and stable, loving relationships
- compassion for others within the family, school and wider community
- relationships where people care for one another

Trust

- adults within the school community will always act in the best interests of the child therefore, confidentiality cannot always be promised
- children and parents can rely upon staff to respond quickly and appropriately to requests for support and guidance

Equality

As previously mentioned, we recognise our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations. The varying needs of pupils regarding RRSHE depending upon their circumstances and background will be reflected in the provision made for them. The school strongly believes that all students should have access to RRSHE that is relevant to their particular needs. To achieve this, the school's approach to RRSHE will ensure that the protected characteristics are respected. Every member of the school community will challenge stereotyping and bullying (see separate policy) and staff recognise that they are role models with a responsibility to model positive behaviours.

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Religions and Beliefs

The school will take into consideration the needs of different ethnic and cultural groups. Respect for and understanding of these views will be promoted.

It is recognised that pupils and staff may come from a variety of family situations and home backgrounds. Care will be taken that there is no stigmatisation based upon home circumstances.

Accessibility and SEND

As stated in DfE statutory guidance 'Relationships Education, Relationships & Sex Education and Health Education' (2019 – updated 2021). '33. *Relationships Education, RSE and Health Education must be accessible for all pupils.*' At Greswold we strongly believe in quality first teaching to meet the needs of all our pupils. Staff adapt lessons and content appropriately. This differentiation may be done in a range of ways including different tasks/activities; supporting pupils individually or in small groups or delivering content from a previous years teaching (depending on the developmental stage). Staff also use informal assessment strategies to gauge understanding and adapt lessons accordingly. Programmes of RRSHE will be planned so that students with learning, emotional or behavioural difficulties or physical disabilities will also be able to understand their physical and emotional development thus enabling them to make positive decisions in their lives.

Teaching Strategies

RRSHE is delivered to most classes by the class teacher and in those where that isn't the case, it is delivered by staff who work with the classes on a regular weekly basis. A wide range of teaching strategies will be used that enable pupils to actively participate in their own learning. These will include through circle time, planned aspects of science and PSD, stories/literacy and visits from external agencies such as the school nurse. Other opportunities include theatre visits. Children have been consulted about the ways in which they prefer to learn and this information will inform teacher's planning.

Ground rules will always be established by teachers to create a 'safe environment' in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Examples of rules are:

- No one will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Only the correct names for body parts will be used (these are taught from Y1 upwards);
- Meanings of words will be explained in a factual and sensible way.

Distancing techniques will be used to help teachers to avoid embarrassment and protect pupils' privacy by depersonalising discussions. Role-play is a powerful strategy through which this can be achieved.

Managing difficult questions

Difficult or 'sensitive' questions do not have to be answered directly (see ground rules) but may be answered individually later, at a prearranged time, with honesty and due regard for the age and maturity of the child as well as being within the school's agreed framework of values and in line with this policy.

The following distancing techniques may be helpful. *What made you ask that question? What do you already know/understand about this? That's a really interesting question. I need some time to think about how best to answer. Let me go away and think about that and I'll get back to you.* Staff may wish to discuss answers on an individual or small group basis rather than with the whole class.

If staff are in any way concerned they will seek advice from the PSD co-ordinator, head teacher or DSL, particularly if the issue is one of safeguarding.

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Sensitive Topics

When teaching about topics where we are aware of parental concerns the following script should be used.

As you all know 'Respect' and 'Kindness' are two of our school values. We know that different faiths/religions may have different views/beliefs/perspectives about ... and this may be something that your family have talked about with you. At Greswold, we value people for who they are/diversity and we know that we should always demonstrate our value of 'Respect'.

Safeguarding and Confidentiality

As the statutory guidance states:

'At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education... Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.'

Teachers and other members of the school staff cannot offer or guarantee confidentiality to pupils. Ground rules established during lessons will help to create a safe space for open forums. Should a disclosure be made during a lesson, it is important to try to sensitively remove the child from the class discussion whilst still giving them time to talk to a member of staff. Staff should reassure pupils that their best interests will be maintained and that if confidentiality has to be broken, they will be informed first and then supported as necessary. Where a disclosure is made, the member of staff must report it following the school's protocols.

When working with a class or group of children, the school nurse is bound by the school's policy for confidentiality. When working one-to-one with a child, they are bound by their own professional codes of conduct.

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Relationships

Definition

We take our definition of relationships from the DfE 2019 statutory guidance, paragraphs 54 and 55 in which it states that:

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

55. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.'

LGBT

We are aware, from parental consultations, that this is a sensitive topic for some of our families, however at Greswold respect is one of our core values and we recognise our duty under the 2010 Equality Act. Therefore, as part of the RRSHE, children will be taught about LGBT relationships. These are not stand-alone lessons and, for the main part, are when we discuss different types of families. Parents do not have the right to ask for their child to be excused from these lessons as they form part of the relationships curriculum. Parents may only exercise their right to excuse from sex education lessons and this will be outlined later in this policy.

To ensure that we are sensitive to our families' different faiths and backgrounds, the following script is used in school.

'As you all know 'Respect' and 'Kindness' are two of our school values. We know that different faiths/religions may have different views/beliefs/perspectives about ... and this may be something that your family have talked about with you. At Greswold, we value people for who they are/diversity and we know that we should always demonstrate our value of 'Respect'.'

Subject Content

Our teaching of relationships is underpinned by our school values of BRICKS (Belonging, Respect, Independence, Curiosity, Kindness and Success), in particular those of Belonging, Respect and Kindness. It focuses on identifying healthy relationships and aims to equip children with the skills needed to build those. Our relationships curriculum also encompasses the importance of children keeping themselves safe both in the real world and online, and teaches them what to do if they don't feel safe. We are aware that, just as in other subjects, the teaching of relationships should be done in an age-appropriate way, with progression throughout the school. To ensure that children have the chance to relate their learning in school to their own situation, we give our pupils a range of contexts so that the children are able to make links with their learning to their own lives. Emotional Health and Wellbeing is another area that we focus on as we know that a person's mental health may impact on their ability to form positive relationships but also, that relationships and a strong support network have a positive impact on mental health. It is important that children recognise this from an early age.

Below is an outline of the key topics of Relationships in Key Stage 1 and Key Stage 2. This is not an exhaustive list and learning about relationships underpins so much of our RRSHE curriculum. Relationships education is interwoven into not only our whole RRSHE curriculum but also has links with other subjects such as RE and Computing (where online safety units and the risks associated

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with overuse of electronic devices are a key part of the curriculum). For more detail on specific objectives and the units in which they are taught, see the appendices (p. 19). Early Years Foundation Stage follow the EYFS statutory framework of which personal, social and emotional development is a prime area.

Year 1

- To explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. To also explain how my qualities help these relationships.
- To give examples of behaviour in other people that I appreciate and behaviours that I don't like.

Year 2

- To explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.
- To give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.

Year 3

- To explain how my life is influenced positively by people I know and also by people from other countries.
- To explain why my choices might affect my family, friendships and people around the world who I don't know.

Year 4

- To recognise how people are feeling when they miss a special person or animal.
- To give ways that might help me manage my feelings when missing a special person or animal.

Year 5

- To compare different types of friendships and the feelings associated with them.
- To explain how to stay safe when using technology to communicate with friends, including how to stand up for oneself, negotiate and to resist peer pressure.
- To apply strategies to managing feelings and pressures faced when using technology in ways that may be risky or cause harm.

Year 6

- To understand that it is important to recognise and take care of mental health.
- To identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.
- To explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. To offer strategies to help me manage these feelings and situations.

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Relationships and Sex Education

Definition

This policy takes full account of the school's legal obligations outlined in the DfE statutory guidance 'Relationships Education, Relationships & Sex Education and Health Education' (2019). In these regulations Relationships Education has been made compulsory, but Sex Education hasn't. However, in the regulations it states that:

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

The school's definition of relationships is outlined in the previous section and in this document, Relationships and Sex education is defined as:

'learning about physical, moral and emotional development. It is about understanding the importance of ... stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'. DfE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000).

To ensure clarity over parents' right to excuse, sex education is defined as teaching about sexual intercourse, how a baby is conceived and sexual health.

The 2010 Schools White Paper on 'The Importance of Teaching' also states that 'Children need high-quality sex and relationships education so they can make wise and informed choices... to make sure sex and relationships education encompasses an understanding of the ways in which humans love each other and stresses the importance of respecting individual autonomy.'

Relationships and Sex education is part of the personal and social development (PSD) curriculum in our school, which is based on the *Jigsaw* scheme of work. Our RSE is based on both the *Jigsaw* and *Christopher Winters Teaching SRE with Confidence* schemes of work. As our scheme is adapted from both resources, we have tailored it to our children under the title 'The Great Growing Up Adventure'. While we use RSE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. The focus is very much on the 'relationships' aspect of RSE.

Consultation

In addition to the consultation outlined at the start of this policy, the following takes place with specific regard to RSE. These are in line with recommendations in the statutory guidance. A statement outlining the schools approach to RSE is included in the governors' annual report to parents. All parents are given the opportunity to discuss the scheme of work with class teachers, and if requested the PSD lead, at an after-school meeting. Parents of pupils in years 4, 5 and 6 are given the opportunity to view DVDs and resources used with the children at an evening meeting, led by the class teachers, prior to units of work that focus upon puberty.

Subject Content – *The Great Growing Up Adventure*

We teach RSE through different aspects of the curriculum. While we carry out the main RSE teaching in our PSD curriculum, we also teach some RSE through other subject areas (for example, science and RE), where we feel that they contribute significantly to a child's knowledge and understanding: of

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their body and emotions; how they are changing and developing; and moral issues and dilemmas which may be faced.

The RSE overview for Y1-6 is as follows:

Nursery – Growing and caring for ourselves

Reception - Growing and caring for ourselves

Y1 – Life cycles, Growing and Differences

Y2 - Life cycles, Growing and Differences and assertiveness (unwanted touch)

Y3 – How babies grow, Family Stereotypes and differences and Keeping Safe

Y4 – Introduction to Puberty and cycles of change

Y5 – Body Image and Self Esteem and Puberty

Y6 - Body Image and Self Esteem and Puberty and Reproduction

As is evident above, there is an opportunity to revisit key learning opportunities in following years. This cyclical approach helps children to make links to their prior learning and also to reflect on their prior knowledge. In PSD we teach children about relationships, and we encourage them to discuss issues. We teach about the parts of the body and how these work. Most of our work is done in class but in Years 4, 5 and 6 we have single sex group sessions where we encourage the children to ask questions and outline available support if they need it.

For more detail on specific objectives and the units in which they are taught, see the appendices (p. 19). For 'The Great Growing Up Adventure' see the appendices (p. 32).

Science Curriculum

The following aspects of RSE will be addressed within the New Science Curriculum (2014 – updated 2015).

Year 1

Animals, including humans

Pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

Animals, including humans

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Year 3

Animals, including humans

Pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Year 4

Animals, including humans

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Pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey

Year 5

Living things and their habitats

Pupils should be taught to:

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

Animals, including humans

Pupils should be taught to:

- describe the changes as humans develop to old age.

Year 6

Animals, including humans

Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

Evolution and Inheritance

Pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Right to be excused

Sex Education is not statutory under the new regulations for RRSHE, consequently parents have the right to request that their child be excused from some or all of sex education delivered as part of statutory RSE. However, school cannot grant requests for pupils to be excused from lessons which form part of the statutory Science scheme of work or from Relationships or Health Education. Under the new regulations, puberty is part of the statutory Health Education so parents may not withdraw their children from these lessons. We acknowledge from our parental surveys, that this is a potentially sensitive subject for some parents and we would advise them to speak to class teachers or the PSD lead about any specific concerns they may have.

By law, parents may only exert their right for their child to be excused from Y6 lessons on sexual intercourse and reproduction. If a parent wants their child to be excused from sex education they need to inform the school via email. The head teacher/PSD coordinator will then discuss the request with parents to ensure their wishes are understood and also to clarify the nature and purpose of the curriculum. If a pupil is excused from sex education, they will receive appropriate and purposeful education during the period of withdrawal.

Managing difficult questions - RSE

Children will be able to ask questions relating to puberty in Years 4, 5 and 6 and an appropriate response is to be made, following the guidelines stated in this policy. As reproduction is only taught in Year 6, teachers in the lower years who are faced with questions related to sexual matters, or reproduction that are not covered within this policy (except in the Science Curriculum) are advised to suggest that the child discusses the matter with their parents. This will prevent the teacher from

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entering into conversation of a type that may offend some parents and the matter can be dealt with in a way in which the parent feels is appropriate to the child.

Resources

A range of teaching resources is used to assist in the teaching of RSE. The curriculum is based on both the *Jigsaw* and *Christopher Winters Teaching SRE with Confidence* schemes of work. Additionally, The BBC *Operation Ouch* resources form a useful starting point for discussions in Years 4-6. The BBC Operation Ouch Puberty Special is also used in Y4. Staff will also select resources according to the needs of their children with regard to the following points:

- The school's values and moral framework;
- Appropriateness in terms of language, images, attitude, maturity and understanding;
- Factual accuracy;
- The range of children and families it reflects;
- The needs of boys and girls;
- Purpose – skills development, development of attitudes, discussion of values, providing information;
- Encouraging active and participatory methods.

All resources used in the teaching of RSE should be approved by the co-ordinator. Parents are invited to view resources at the RSE Parents' Meetings. For full list of books etc. see appendices (p.42)

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Physical Health and Mental Wellbeing

Definition

Physical health has always been considered important, however it is only relatively recently that mental health and wellbeing has been given similar status. It is now commonly understood that there is a positive two-way process between the two and that mental health should be considered part of everyday life, just as physical health should. This is a fundamental concept that we want the pupils at Greswold to understand from an early age.

Through physical activity, we want children to learn, select and apply skills and develop a positive attitude towards a healthy lifestyle. Thus we enable the children to make informed choices about physical activity throughout their lives.

The World Health Organisation's definition of health is:

'a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.' It defines mental health and wellbeing as:

'Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.'

The World Book also states that physical health is not just the absence of disease but also:

'The ability to perform daily tasks and live comfortably in one's body.'

Similarly, mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to:

- feel confident in themselves
- be able to express a range of emotions appropriately
- be able to make and maintain positive relationships with others
- be able to learn and achieve
- cope with the stresses of everyday life
- manage times of stress and be able to deal with change

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- pupils can cope with the stresses of everyday life
- pupils can manage times of stress and be able to deal with change
- all children are valued
- children have a sense of belonging and feel safe
- children feel able to talk openly with trusted adults about their problems without feeling any stigma
- positive mental health is promoted and valued
- bullying is not tolerated

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Subject Content

Much of the subject content for this aspect of RRSHE is taught within the Jigsaw unit of 'Healthy Me'. However, as with all RRSHE, it is interwoven into not only our whole curriculum but also has links with other subjects such as PE and Computing (where online safety units and the risks associated with overuse of electronic devices are a key part of the curriculum). As puberty now forms part of Physical Health and Mental Wellbeing, a key part of this area is also taught in our summer term topic of 'The Great Growing Up Adventure'. Whilst they are taught as part of the same unit, they are different topics and parents do have the right to ask for their child to be excused from lessons about puberty. These lessons only take place in Years 4, 5 and 6.

The overview for Y1-6 is as follows:

Nursery – Growing and caring for ourselves

Reception - Growing and caring for ourselves

Y1 – Life cycles, Growing and Differences

Y2 - Life cycles, Growing and Differences and assertiveness (unwanted touch)

Y3 – How babies grow, Family Stereotypes and differences and Keeping Safe

Y4 – Introduction to Puberty and cycles of change

Y5 – Body Image and Self Esteem and Puberty

Y6 - Body Image and Self Esteem and Puberty and Reproduction

As is evident above, there is an opportunity to revisit key learning opportunities in following years. This cyclical approach helps children to make links to their prior learning and also to reflect on their prior knowledge. In PSD we teach children about relationships, and we encourage them to discuss issues. We teach about the parts of the body and how these work. In Years 4, 5 and 6 most of our work on puberty is done as a whole class but we also have single sex group sessions where we encourage the children to ask questions and outline available support if they need it.

Staff recognise that they are role models and, as well as teaching specific lessons, have informal discussions with our pupils about the importance of daily exercise, good nutrition and sufficient sleep. We also use Emotional Literacy, Zones of Regulation and Restorative Justice to support pupils, giving them the language and knowledge to understand the normal range of emotions that everyone experiences. This supports pupils in being able to:

'articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.' DfE statutory guidance 'Relationships Education, Relationships & Sex Education and Health Education' (2019- updated 2021)

Below is the overview of key aspects of the Drug and Alcohol curriculum:

- Foundation Stage: Hygiene and Self Care
- Year 1: Hygiene and Self Care + Medicines and other household substances that may be hazardous
- Year 2: Medicines as drugs, what to do if they come across substances and how medicines work inside the body
- Year 3: Knowledge and attitude towards drugs + keeping safe
- Year 4: Smoking and Alcohol
- Year 5: Smoking, alcohol and Emergency Aid
- Year 6: Legal and Illegal drugs and strategies for resisting peer pressure and Emergency Aid

For more detail on specific objectives and the units in which they are taught, see the appendices (p. 19).

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Roles and responsibilities

A whole school approach will be adopted to RRSHE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding RRSHE.

The head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. It is the responsibility of the head teacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

A member of the SLT (Mrs Glover) is the designated safeguarding lead. The Head Teacher (Mrs Scott) and whole school English lead (Miss Nock) are deputy designated safeguarding leads.

The senior management team will endeavour to support the provision and development of RRSHE in line with this policy by providing leadership and adequate resourcing.

The PSD co-ordinator will maintain an overview of RRSHE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet pupils' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

All teachers are involved in the school's RRSHE provision and have a responsibility to deliver quality RRSHE within the planned provision and which meets the daily needs of the children. Teachers will be consulted about the school's approach to RRSHE and aided in their work by provision of resources, background information, support and advice and access to appropriate training. Teachers also have a duty to bring to the head teacher's attention any safeguarding issues (see Child Protection Policy for specific guidance).

Non- teaching staff are valued members of the school community and as such have a responsibility to work within the agreed guidelines, policy and values that have been shared with them.

Governors have overall responsibility for school policies. They will be consulted about the RSE provision and policy and receive regular reports at governors' meetings. The designated governor for RRSHE is Ghulam Hassan.

They have the following responsibilities:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Parents/carers have a legal right to view this policy and to have information about the school's RRSHE provision. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach, which encourage dialogue between parents/carers and their children. Under the new statutory guidance parents only have the right to ask their children to be excused from sex education (see p.12) School can cannot comply with parental wishes in regard to having a child

RRSHE Policy

withdrawn from any part of the Science National Curriculum, even if dealing with reproduction or related issues.

Pupils have an entitlement to quality RRSHE appropriate to age and circumstance. They will be actively consulted about their RRSHE needs and their views will be central to developing provision. Pupils have a responsibility to work within agreed ground rules and values.

Monitoring, evaluation and review

Teaching and learning in RRSHE will be monitored by the PSD subject leader as part of school self-evaluation (SSE). Regular evaluation of the RRSHE programme by the children, their parents/carers and the staff involved will inform future practice by identifying training needs, ensure that the programme remains relevant to the needs of the children and help maintain a commitment to quality RRSHE.

Complaints

Complaints by parents or others regarding the curriculum or of a general nature should be discussed initially, as appropriate, with the class teacher or head teacher. It is desirable that complaints should be dealt with informally, but if that is not possible, then a written, formal complaint should be registered with the head teacher, unless it is a matter concerning the head teacher, when it should be directed to the chair of governors. Parents may ask for a copy of the full complaints procedure by the governing body.

Links to other policies

Anti-Bullying
Child Protection
Design & Technology
Drug Education
Equality Information and Objectives
Food in Schools
Physical Activity
Physical Education
Safeguarding
Science
SEMH
Special Needs & Inclusion

RRSHE Policy

Appendices

Jigsaw and Statutory Objectives Overview

Relationships Education		Year 1 - Ages 5-6						Year 2 - Ages 7-8			
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
Families and the people who care for me	(R1) that families are important for children growing up because they can give love, security and stability					1	1				
	(R2) 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					1					
	(R3) 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					1					
	(R4) 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					1					
	(R5) that marriage represents a										
Relationships Education		Year 1 - Ages 5-6						Year 2 - Ages 7-8			
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
Caring friendships	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	2	5			2			6		
	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties		5			2			6		
	(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	3	5			2,5			5		
	(R10) 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		5			2,5			6		

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Relationships Education		Year 1 - Ages 5-6						Year 2 - Ages 7-8			
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
Respectful relationships	(R12) 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	3,6	1,2,6	3		2,6		2-6	5,6	3	
	(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships		5			6		5,6	4,5	3,4	
	(R14) the conventions of courtesy and manners	2,3				3		2-6	4,5	3-6	
	(R15) the importance of self-respect and how this links to their own happiness				6	5	5	3,4		2	
	(R16) 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	3,6	1,2	3		4,6		2-4	4-6	3-6	
	(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an		3,4						3		
Relationships Education		Year 1 - Ages 5-6						Year 2 - Ages 7-8			
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
Online relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not					Additional lesson on website			4		
	(R21) 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				Additional lesson on website				3		
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them				Additional lesson on website				3		
	(R23) how to critically consider their online friendships and sources of				Additional lesson on						
Relationships Education		Year 1 - Ages 5-6						Year 2 - Ages 7-8			
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
Being safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)		5			3,5	4	2	4,5		
	(R26) 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					3	4				
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact					3	4				
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know					3,4					
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult		3,4				4				
	(R30) how to ask for advice or help for themselves or others, and to keep			5		5			4	2	

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Physical Health and Mental Wellbeing		Year 1 - Ages 5-6					Year 2 - Ages 7-8				
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
By the end of Primary pupils should know:											
Mental wellbeing	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health				1,2						
	(H2) 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	4	6	1	1	6	6	1	1,5,6	1,5	
	(H3) 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	4	6	6	2	5	6	1	1,5,6	1,5	
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	5		5			2		4	6	
	(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness				1,2,6						
	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests				1-6	5,6					
	(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	1	3,4						5		
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		3,4						3		
	(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in		4			4			4		
Physical Health and Mental Wellbeing		Year 1 - Ages 5-6					Year 2 - Ages 7-8				
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
By the end of Primary pupils should know:											
Internet safety and harms	(H11) that for most people the internet is an integral part of life and has many benefits										
	(H12) 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										
	(H13) 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								3		
	(H14) why social media, some computer games and online gaming, for example, are age restricted										
	(H15) 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								3		
	(H16) how to be a discerning										

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Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 7-8			
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
Physical health and fitness	(H18) the characteristics and mental and physical benefits of an active lifestyle				1-6						
	(H19) 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				1,2						
	(H20) the risks associated with an inactive lifestyle (including obesity)										
	(H21) how and when to seek support including which adults to speak to in school if they are worried about their health				5						
Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 7-8			
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
	(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)				2						
Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 7-8			
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
Drugs, alcohol and tobacco	(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				4						
Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 7-8			
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
Health and prevention	(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body										
	(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer				Additional lesson on website (suitable for KS1)						Additional lesson on website (suitable for KS1)
	(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn				1,2						
	(H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular										

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Physical Health and Mental Wellbeing		Year 1 - Ages 5-6						Year 2 - A			
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	H
By the end of Primary pupils should know:											
Basic first aid	(H32) how to make a clear and efficient call to emergency services if necessary										
	(H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries										

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - A			
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	H
Body	(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through						4				

Relationships Education		Year 3 - Ages 7-8					Year 4 - A				
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	H
Families and the people who care for me	(R1) that families are important for children growing up because they can give love, security and stability		1			1	5				
	(R2) 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		1			1	5				
	(R3) 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		1			1	5				
	(R4) 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		1			1	5				
	(R5) that marriage represents a		2								

Relationships Education		Year 3 - Ages 7-8					Year 4 - A				
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	H
Caring friendships	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	1	6			2		1			
	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	1				2		1			
	(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	1	5			2		1			
	(R10) 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		5			2					

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Relationships Education		Year 3 - Ages 7-8						Year 4 - Ages 9-10			
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
Respectful relationships	(R12) 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	2	5,6	1		2		2,3	2	3	
	(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships	3	5	6		6		5	1,2		
	(R14) the conventions of courtesy and manners	5,6	5	5				2,4		5	
	(R15) the importance of self-respect and how this links to their own happiness		6	5	6				5,6		
	(R16) 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	3	5,6			6		3	5,6	6	
	(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an		3-5			3			3		
Relationships Education		Year 3 - Ages 7-8						Year 4 - Ages 9-10			
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
Online relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not		5		5	3			2		
	(R21) 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	4	5		5	3			2		
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them				4,5	3			2,3		
	(R23) how to critically consider their online friendships and sources of		5		4,5	3					

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Relationships Education		Year 3 - Ages 7-8						Year 4 - A			
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	H
Being safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	6	5		4,5	3		5	2		2
	(R26) 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				4,5	3					
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact						4				
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know				4,5						
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult				4,5						
	(R30) how to ask for advice or help for themselves or others, and to keep		4		4,5				4		
Physical Health and Mental Wellbeing		Year 3 - Ages 7-8						Year 4 - A			
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	H
Basic first aid	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health				6						
	(H2) 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	2,3	6	5,6	4	2	1-6	1	6	6	
	(H3) 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	2,3	6	5,6	4	2	1-6	1	6	6	
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate		2	2					5		
	(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness				1,2						
	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests				1,2,6						
	(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support		5						2,3		
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		3-5						3		
	(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in		2-4		4,5	3			4		

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Physical Health and Mental Wellbeing		Year 3 - Ages 7-8					Year 4 - A				
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	H M
By the end of Primary pupils should know:											
Internet safety and harms	(H11) that for most people the internet is an integral part of life and has many benefits				4,5	3					
	(H12) 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					3					
	(H13) 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		5			3			3		
	(H14) why social media, some computer games and online gaming, for example, are age restricted					3					
	(H15) 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		5			3					
	(H16) how to be a discerning					3					
Physical Health and Mental Wellbeing		Year 3 - Ages 7-8					Year 4 - A				
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	H M
By the end of Primary pupils should know:											
Physical health and fitness	(H18) the characteristics and mental and physical benefits of an active lifestyle				1,2,6						
	(H19) 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				1,2,6						
	(H20) the risks associated with an inactive lifestyle (including obesity)				1,2						
	(H21) how and when to seek support including which adults to speak to in school if they are worried about their health				3-5						
Physical Health and Mental Wellbeing		Year 3 - Ages 7-8					Year 4 - A				
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	H M
By the end of Primary pupils should know:											
g	(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)				1,2						
Physical Health and Mental Wellbeing		Year 3 - Ages 7-8					Year 4 - A				
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	H M
By the end of Primary pupils should know:											
s, alcohol tobacco	(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				3						

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Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8					Year 4 - Ages 9-10				
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
Health and prevention	(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body										
	(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer				Additional lesson on website (KS2)						Additional lesson on website (KS2)
	(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn				2						
	(H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist										
	(H30) about personal hygiene and some infectious diseases										
Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8					Year 4 - Ages 9-10				
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
Basic first aid	(H32) how to make a clear and efficient call to emergency services if necessary				4						
	(H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries										
Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8					Year 4 - Ages 9-10				
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
Adolescent	(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through						3,4				
Relationships Education By the end of Primary pupils should know:		Year 5 - Ages 9-10					Year 6 - Ages 11-12				
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
Families and the people who care for me	(R1) that families are important for children growing up because they can give love, security and stability										
	(R2) 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										
	(R3) 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							2			
	(R4) 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										
	(R5) that marriage represents a		2								

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Relationships Education		Year 5 - Ages 9-10						Year 6 - Ages 10-11			
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
Caring friendships	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends							5			
	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties										
	(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded		3,4								
	(R10) 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		3,4								
Relationships Education		Year 5 - Ages 9-10						Year 6 - Ages 10-11			
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
Respectful relationships	(R12) 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	3,4	1,2	5,6	4	2-6		2-6	2,5	4	
	(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships	4	6			1-6		4-6	5,6	4	
	(R14) the conventions of courtesy and manners	3-6				2-6		4			
	(R15) the importance of self-respect and how this links to their own happiness	3	6	3	4,5	1	1		1	1	
	(R16) 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	2	1	4	4	2,3			5,6	6	
	(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult)		4			2			4		
Relationships Education		Year 5 - Ages 9-10						Year 6 - Ages 10-11			
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
Online relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not					2-6					
	(R21) 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					2-6			3		
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them					2-6					
	(R23) how to critically consider their online friendships and sources of information					2-6					

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Relationships Education		Year 5 - Ages 9-10						Year 6 - Ages 10-11			
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
Being safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)				4	2,3	1	4	3		
	(R26) 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					2,3	1				
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact				4		1				
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know										
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult		3			2,3					
	(R30) how to ask for advice or help for themselves or others, and to keep		3		3	2			4		
Physical Health and Mental Wellbeing		Year 5 - Ages 9-10						Year 6 - Ages 10-11			
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
Mental wellbeing	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health				6	6	6				1
	(H2) 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	2	3	1	6	1	3	2,3	6	3	
	(H3) 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	2	3	1	6	1	3	2,3	6	3	
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate		2		5,6	1	5,6	4	1	5	
	(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness				6	5	1				1
	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests				6		1				1
	(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	5	3,4			1			1-3	4	1
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		4			2,3			4		
	(H9) where and how to seek support (including recognising the triggers for seeking support), including whom		3,4		3	2,3					

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Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10						Year 6 - Ages 10-11			
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
Internet safety and harms	(H11) that for most people the internet is an integral part of life and has many benefits					2-6					
	(H12) 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.					2-6					
	(H13) 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					2-6			3,4		
	(H14) why social media, some computer games and online gaming, for example, are age restricted					2-6					
	(H15) 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					2-6					
	(H16) how to be a discerning consumer of information online					2-6					
Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10						Year 6 - Ages 10-11			
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
Physical health and fitness	(H18) the characteristics and mental and physical benefits of an active lifestyle				6		1				
	(H19) 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				6						
	(H20) the risks associated with an inactive lifestyle (including obesity)				6						
	(H21) how and when to seek support including which adults to speak to in school if they are worried about their health				1-6						
Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10						Year 6 - Ages 10-11			
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
Food and nutrition	(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)										
	(H23) the benefits of a balanced diet										
Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10						Year 6 - Ages 10-11			
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
Drugs, alcohol and tobacco	(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				1,2						

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Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10					Year 6 - Ages 10-11				
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
Health and prevention	(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body										
	(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer				Additional lesson on website (KS2)						Additional lesson on website (KS2)
	(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn					5					
	(H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist				Additional lesson on website (KS2)						
	(H30) about personal hygiene and germs including bacteria, viruses										
Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10					Year 6 - Ages 10-11				
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
Basic first aid	(H32) how to make a clear and efficient call to emergency services if necessary				3						
	(H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries				3						
Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10					Year 6 - Ages 10-11				
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me
3. The body	(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11						2-4				

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The Great Growing Up Adventure

This is an overview of our RSE scheme of work which will be taught in the last half term of the summer. It is based on the Jigsaw unit 'Changing Me' but will also include resources from the Christopher Winters project and the BBC resources which are currently used in Years 5 & 6. There would possibly need to be a staggered approach as some of the content will be moving to younger year groups to match the changing needs of our pupils.

Nursery and Reception – The curriculum is similar for both years, however there is a separate scheme for Nursery and Reception. Activities will be adapted to the pupils' emotional maturity. The lessons may not be covered in the same order as per the plan, or even in the same term, as lessons adapt to match the interests of the children. All of these lessons are taken from the *Jigsaw Changing Me* scheme. Teachers may also have impromptu circle time depending on children's interests, issues that may arise and need to be discussed or as learning opportunities at relevant points.

Lesson 1 – My Body

ELG - Managing self

Label parts of the body (generic e.g. hands, feet etc)

Understand that everyone is unique and special

Lesson 2 – Respecting My Body

ELG – Managing self

Discuss Healthy Eating. NB Foods should not be discussed so much in terms of healthy/unhealthy but in terms of a balanced diet. Unwanted touch and personal space should also be discussed as part of this. Could link to NSPCC - Pantosaurus

Lesson 3 – Growing Up

ELG – Self-regulation

How have I changed since I was a baby?

How do animals change? E.g. The Very Hungry Caterpillar

Lesson 4 – Growth and Change (Nursery) Fun and Fears (Reception)

ELG – Self-regulation / Managing self / Building relationships

Nursery:

Understand and respect the changes they see in other people

Understand that I grow and change

Reception:

Understand and respect the changes they see in other people

I know that I grow and change

Transition to Y1.

Lesson 5 – Fun and Fears

ELG – Self-regulation / Managing self

Know to ask for help if I am worried about change

Transition inc. Look forward to/Worry boxes

Lesson 6 – Celebration

ELG – Self-regulation / Building relationships

Reflecting on the year and looking forward

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Year 1

Most lessons are based on the *Jigsaw Changing Me* scheme, however although Lesson 4 is based on the Jigsaw lesson, the images are not used. Instead the images from the CW (Christopher Winters Teaching SRE with Confidence) are to be substituted as they are more appropriate. (Work drive/Teaching SRE with Confidence)

Lesson 1 – Life Cycles

- start to understand the life cycles of animals and humans
- understand that changes happen as we grow and that this is OK

Life cycles of frogs and humans

Lesson 2 – Changing Me

- tell you some things about me that have changed and some things about me that have stayed the same
- know that changes are OK and that sometimes they will happen whether I want them to or not

How have I changed since I was a baby? Now I am 5...

Lesson 3 – My Changing Body

- know how my body has changed since I was a baby
- understand that growing up is natural and that everybody grows at different rates

How has my body changed since I was a baby? How have my abilities changed?

Lesson 4 – Boys' and Girls' Bodies * Follow lesson plan but use CW resources. You also might like to use *Girls and Boys Big Book*.

- identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina
- respect my body and understand which parts are private

Understanding the difference between boys' and girls' bodies and the correct anatomical names for them. Understanding that these parts of the body are private. Might be appropriate to link to the NSPCC 'Pants' campaign.

Lesson 5 – Learning and Growing

- understand that every time I learn something new I change a little bit
- enjoy learning new things

Using idea of a flower blooming, explore how pupils have changed since they were babies.

Lesson 6 – Coping with Changes

- tell you about changes that have happened in my life
- know some ways to cope with changes

Changes that have happened, how to cope with them. Transition

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Year 2

As for Year 1, most lessons are based on the *Jigsaw Changing Me* scheme, however although Lesson 4 is based on the Jigsaw lesson, the images are not used. Instead the images from the CW (Christopher Winters Teaching SRE with Confidence) are to be substituted as they are more appropriate. (Work drive/Teaching SRE with Confidence)

Lesson 1 - Life Cycles in Nature

- recognise cycles of life in nature
- understand there are some changes that are outside my control and to recognise how I feel about this

A range of life cycles including plants, animals and humans.

Lesson 2 – Growing from Young to Old

- tell you about the natural process of growing from young to old and understand that this is not in my control
- identify people I respect who are older than me

What happens as we get older? Physical changes (not reproductive) and emotional/mental changes. Grandparents.

Lesson 3 – The Changing Me

- recognise how my body has changed since I was a baby and where I am on the continuum from young to old
- feel proud about becoming more independent

How will your life change as you get older?

Lesson 4 – Boys' and Girls' Bodies * Follow lesson plan but use CW resources.

- recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private
- tell you what I like/don't like about being a boy/girl

Girls and boys including stereotypes and likes/dislikes

Lesson 5 – Assertiveness – link to NSPCC 'Pants'

- understand there are different types of touch and tell you which ones I like and don't like
- be confident to say what I like and don't like and ask for help

Different types of touch and how to express likes/dislikes

Lesson 6 – Looking Ahead

- identify what I am looking forward to when I am in Year 3
- start to think about changes I will make when I am in Year 3 and know how to go about this

Changes that have happened, how to cope with them. Transition

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Year 3

Most lessons are based on the *Jigsaw Changing Me* scheme, however Lessons 3 & 4 (covering puberty and conception) are not, at this stage, appropriate. Instead Lessons 1 and 2 from the CW (Christopher Winters Teaching SRE with Confidence) are to be substituted as they are more appropriate. NB These lessons will recap on previous work done in Year 2, but need to be reinforced.

Lesson 1 – How Babies Grow

- understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby
- express how I feel when I see babies or baby animals

Looking at what a baby needs and how it changes from being born to being an adult.

Lesson 2 – Babies

- understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow
- express how I might feel if I had a new baby in my family

How babies develop inside the womb (not conception!) and what they need when they are born (not the process of birth).

Lesson 3 – CW Lesson 1

- To explore the differences between males and females and to name the body parts
- Know some differences and similarities between males and females
- Name male and female body parts using agreed words

Differences between males and females.

Lesson 4 – CW Lesson 2 – link to NSPCC 'Pants'

- To consider touch and to know that a person has the right to say what they like and dislike
- Identify different types of touch that people like and do not like
- Understand personal space
- Talk about ways of dealing with unwanted touch

Personal space and how to deal unwanted touch assertively.

Lesson 5 – CW Lesson 3 – Family Differences

- To explore different types of families and who to go to for help and support
- Understand that all families are different and have different family members
- Identify who to go to for help and support

What makes a family? Are they all the same? Where to go if you need help/support.

Lesson 6 – Family Stereotypes (Jigsaw Lesson 5)

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- start to recognise stereotypical ideas I might have about parenting and family roles
- express how I feel when my ideas are challenged and be willing to change my ideas sometimes

Challenging stereotypical gender roles and gender likes/dislikes

Lesson 7 – Looking Ahead (Jigsaw Lesson 6)

- identify what I am looking forward to when I am in Year 4
- start to think about changes I will make when I am in Year 4 and know how to go about this

Transition to Year 4.

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Year 4

Most lessons are based on the *Jigsaw Changing Me* scheme, however Lessons 2 & 3 (covering conception and girls puberty) are not, at this stage, appropriate. Instead resources from the Year 5 scheme of work covering puberty for both girls and boys (BBC resources) or the BBC Programme Operation Ouch are to be substituted as they are more appropriate.

Lesson 1 – Unique Me

- understand that some of my personal characteristics have come from my birth parents (and that this happens because I am made from the joining of their egg and sperm – not appropriate here)
- appreciate that I am a truly unique human being

Understand that features/characteristics are inherited from parents.

Lesson 2 & 3 – Puberty

- describe how boys' and girls' bodies change during puberty
- know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty

Watch BBC video/Operation Ouch Puberty Special on puberty. Separate boys and girls discussions afterwards.

Lesson 4 – Circles of Change

- know how the circle of change works and can apply it to changes I want to make in my life
- am confident enough to try to make changes when I think they will benefit me

Understand more about changes and why they might happen.

Lesson 5 – Accepting Change

- identify changes that have been and may continue to be outside of my control that I learnt to accept
- express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively

Understand that some changes are beyond my control and how to deal with change in a positive manner.

Lesson 6 – Looking Ahead

- identify what I am looking forward to when I am in Year 5
- reflect on the changes I would like to make when I am in Year 5 and describe how to go about this

Transition to Year 5.

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Year 5

Only lessons 1 & 6 are based on the *Jigsaw Changing Me* scheme. The other lessons will be based on the BBC resources (used in Y4) and existing resources in school.

Lesson 1 – Body Image and Self Esteem

- be aware of my own self-image and how my body image fits into that
- know how to develop my own self esteem

Self image – positive/negative? Images in the media.

Lesson 2/3 – Body Image and Self Esteem

Use resources and lesson plans in school.

Lesson 4 – Puberty (recap from Year 4) - not Jigsaw lesson

Lesson 5 – Puberty (feelings and tricky emotions) - not Jigsaw lesson

Lesson 6 – Looking Ahead to Y6

- identify what I am looking forward to when I am in Year 6
- start to think about changes I will make when I am in Year 6 and know how to go about this

Transition to Year 6

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Year 6

Only lessons 1 & 6 are based on the *Jigsaw Changing Me* scheme. The other lessons will be based on the BBC Operation Ouch resources (used in Y4) and existing resources in school.

Lesson 1 – Self Image

- aware of my own self-image and how my body image fits into that
- know how to develop my own self-esteem

Body image and self esteem.

Lesson 2 – Puberty – boys/girls questions – Jigsaw Lesson 2

- ask the questions I need answered about changes during puberty
- reflect on how I feel about asking the questions and about the answers I receive

Single sex group discussions.

Lesson 3 – Reproduction & Babies – conception to birth

- describe how a baby develops from conception through the nine months of pregnancy, and how it is born
- recognise how I feel when I reflect on the development and birth of a baby
- describe how a baby develops from conception through the nine months of pregnancy, and how it is born
- recognise how I feel when I reflect on the development and birth of a baby

BBC DVD – conception – stopping the video at appropriate times for pupils to leave if necessary. In addition, using Jigsaw lesson 3 for additional resources.

Lesson 5 – Attraction

- understand how being physically attracted to someone changes the nature of the relationship
- express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

Being a teenager. How being attracted to someone is different to friendship.

Lesson 6 – Transition to Secondary School

- identify what I am looking forward to and what worries me about the transition to secondary school
- know how to prepare myself emotionally for starting secondary school

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Christopher Winters Project – Years 1-4

Year 1 Growing and Caring for Ourselves	Lesson 1: Keeping Clean Lesson 2: Growing and Changing Lesson 3: Families and Care
Year 2 Differences	Lesson 1: Differences: Boys and Girls Lesson 2: Differences: Male and Female Lesson 3: Naming the Body Parts
Year 3 Valuing Difference and Keeping Safe	Lesson 1: Differences: Male and Female Lesson 2: Personal Space Lesson 3: Family Differences
Year 4 Growing Up	Lesson 1: Growing and Changing Lesson 2: Body Changes and Reproduction Lesson 3: What is Puberty?

*

In Year 2, we watch the first episode of the Channel 4 programme 'Living & Growing, Unit 1, Programme 1, Differences'

In Years 4, 5 & 6, we use the BBC *Operation Ouch* resources (DVD) as discussion starters.

Books which support our scheme of work

KS1

The Family Book, Todd Parr

Happy Families, Allan Ahlberg

Who's in a Family? Robert Skutch

Princess Smartypants, Babette Cole

William's Doll, Charlotte Zolotow

Amazing Grace, Mary Hoffman and Caroline Binch

KS2

Tell Me Again About The Night I Was Born, Jamie Lee Curtis

Who's in a Family? Robert Skutch

Nutmeg Gets a Little Sister, Judith Foxon

Spark Learns to Fly, Judith Foxon