

**Croft Church of England**  
**Relationships Education Policy**  
**Including Sex Education Policy**

## Context

### **1.1 Relationships Education in Croft Church of England Primary School**

At Croft we believe there are many different elements in teaching our children about relationships. We believe it is learning about emotions, ourselves and our relationships and the social and physical aspects of our lives. Our curriculum enables children the essential life skills so that they can develop and maintain healthy, positive, enjoyable, respectful and non-exploitative relationships. It is our duty to equip children with the information they require and the robust skills they need in order to understand themselves and people they meet during their lifetime. We explore risks, choices, rights, responsibilities and attitudes. Our curriculum supports children to keep themselves safe in relationships and those relationships online. The curriculum also enables children to look deeply at their own attitudes and those of others in a respectful and mature way.

### **1.2 Context of Wider PSHCE**

We deliver our Relationships Education as part of our wider provision of Personal, Social, Health and Citizenship Education.

### **1.3 The aims of Relationships Education**

We aim to provide a relevant and robust curriculum for our children which supports them in the present and the future. We shall enable them to develop knowledge, skills and attitudes which will contribute to their wellbeing and to their personal development.

Every adult will support the children to achieve our aims.

Our intention is that every child will:

- Develop interpersonal skills
- Develop good communication skills
- Develop personal values
- Develop a moral framework to live by
- Respect themselves

- Respect others from different backgrounds, cultures and experiences
- Develop caring relationships which are built on mutual respect and trust
- Develop their skills at keeping themselves safe, physically and emotionally both online and offline.
- Recognise coercive and exploitative relationships and avoid
- Respect their bodies
- Build confidence in accessing advice for themselves and others

## **2. Implementing the policy**

### **2.1 Inclusion**

In relation to those children with special educational needs or disability, we ensure our Relationship Education programme provides for those with additional needs. We do recognise that those with SEND are more often vulnerable to sexual harassment and abuse and that we need to ensure the children are supported to develop appropriate strategies and attitudes to keep themselves safe. We consider the following:

- Their level of vulnerability to coercion and pressure
- Their previous experience of negative behaviours in peer or child-adult relationships
- Their need to learn and demonstrate appropriate behaviour
- Their need to develop self-esteem and positive body image
- They need to involve all staff in policy development, planning and development
- The management of personal care
- Clarity about sources of support

### **2.2 Equality**

The Equality Act 2010 has special resonance in Relationships Education. Throughout the area of learning, we seek to develop key interpersonal skills such as respect and empathy which enable the children to understand the rights and responsibilities they have towards each other.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all children with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relationships between different groups.

We will:

- We will reflect upon a range of lifestyles and family structures so that all children see themselves and their families are reflected in their lessons.
- We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender and violence are explained in an age appropriate way.
- Where there are different cultural or religious views about families, relationships or behaviours. We will share these to ensure children see their family represented.
- We will not seek to gain consensus, but will accept and celebrate difference
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils
- We will teach in mixed gender groups
- We will encourage respect and discourage abusive and exploitative relationships

We support children with their knowledge and attitudes towards diversity by looking at:

Families and relationships  
Safety and the changing body

### **2.3 Safeguarding**

Our Relationship Education enables children to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships.

Teaching about Families and relationships and anti-bullying enables Croft Church of England Primary School to fulfil our statutory duty to prevent peer-on-peer abuse.

In the case of RSE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour and that there is an increased possibility that a disclosure of abuse may be made. RSE and Personal Safety enables us to fulfil our duty to prevent Female Genital Mutilation. All staff are aware of the Safeguarding and Child Protections procedures and will report immediately to the DSL.

#### **2.4 Development of the policy**

This policy has been developed in consultation with pupils, staff, governors and parents/carers. The consultation period followed the provision of information about the duties and statutory elements which have been included in Relationships Education. It has also included gathering views on needs and priorities for the school community.

All views expressed by pupils, staff, governors and parents/carers about the policy have been considered. Consultation did not give a veto to individual members of the school community.

#### **2.5 Consulting on our policy**

Parents/ Carers and children have been consulted directly through sharing of a draft policy, and highlighting changes. Comments welcomed through email consultation. Further consultation with parents/carers and pupils will be carried out every 3 years.

### **3. Involving the Whole School Community**

#### **3.1 Working with staff**

Relationship Education is a very rewarding thing but we appreciate it that all staff need to feel secure in their knowledge and understanding of the curriculum. We need to provide them with the opportunities to develop their knowledge and skills. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion.

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non-statutory areas such as sex education. We will discuss relevant issues and staff concerns and, where appropriate, arranging suitable training to enable staff to feel confident in delivering the various aspects of Relationships Education. We will also encourage the sharing of good practice. We also use team teaching to develop confidence.

### 3.2 Engaging with children

We will involve children in the evaluation and development of the Relationships Education in ways that are age appropriate. We will seek opportunities to gain their voice and their opinions about their lessons.

- We will refer to local and national data
- We will engage children in assessment activities
- We will encourage questioning and provide an anonymous box for answers
- We will reflect and set goals with the children
- We will consult children about the strengths about our Relationships Education and look for improvements.

### 3.3 Working with Governors

This policy has been developed with government involvement so that governors can fulfil their statutory duties. It is the responsibility of the governors to ensure, through consultation, that the Relationships Education Policy reflects the needs and views of our community.

In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of a governors' meeting. The policy will be available on the school's website. A link governor is named.

It is the role of the governors to ensure that:

- The subject is well led
- Pupils make progress
- The quality of the provision is subject to regular and effective self-evaluation
- Teaching is delivered in an accessible way to all
- Clear information is given to parents and carers

### **3.4 Communicating with Parents/Carers**

We recognise that parents and carers play the key role in supporting their child through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents and carers when planning and delivering. We encourage this partnership through the following:

- Informing parents and carers by email, letter, class dojo, website of their forthcoming topics and the relevant content
- Informing parents and carers about aspect of the curriculum through leaflets and newsletter
- Provide supportive information about developing protective factors with their child
- Including out of school learning and family's opportunities within our curriculum and encouraging children to share their learning at home
- Inviting parents and career to discuss their views and concern
- Parents and carers can access the policy form the website and the main school office.

### **3.5 Working with External Agencies and the Wider Community.**

We believe that all aspects of Relationships Education are taught most effectively by the those who know our children well and aware of their needs. We encourage visitors to our school who may enhance our curriculum but never replace our planned provision. We work very closely with all of our visitors and follow a code of practice:

- The care and the management of the children is the responsibility of the school at all times.
- Visitors will not be left alone with the children
- All visitors will have a DBS check
- All visitors will have read this policy
- All lessons will be planned in direct liaison with the Lead
- Any resources used by a visitor will have been checked first by the school

## **4. Curriculum Organisation**

Our Relationship Education curriculum is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education, National Curriculum and other DfE guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider our curriculum to be a process of learning which begins before the children enter our school and continues in to adulthood. Our curriculum is progressive.

Relationships Education is learning about:

Families and relationships

Safety and the changing body

Health and wellbeing

Our topic structure takes the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. We do teach some aspects discreetly in year groups.

### **4.1 Teaching Methodologies**

In order to address the active learning triangle of knowledge, skills and attitudes, a wide range of methodology is used in the teaching of our curriculum. The focus is on interactive learning and approaches including: circle time, whole class discussions, social skills, social stories, puppets, drama, Mantle of the Expert work, stories and use of technology. Our Relationships Education are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interactions. In keeping with this approach, we base our curriculum on a series of questions children will have the opportunity to engage with rather than acquiring knowledge.

#### **Ground Rules**

RSE is taught in a safe place where we are non-judgmental. Teachers and children develop the ground rules together to ensure that everyone feels safe.

#### **Answering questions**

We acknowledge that sensitive issues arise in our work and discussions, as children will naturally share information and ask questions. When spontaneous questions arise, it will be guided in an away that reflects that stated school aims

and curriculum intent. If a staff member is unsure, they will seek guidance from the Lead. The ground rules will cover:

- Appropriate language
- The asking of personal questions
- Strategies for checking or accessing information

**Distancing techniques:** in order to protect the children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, case studies, role play and theatre.

#### **4.3 Relationships and Sex Education (RSE)**

We combine elements of our Relationships Education with aspects of Health Education. This combination offers the best location for our provision of non-statutory sex education. Although SRE is not statutory for primary schools, many aspects of our RES topics are statutory parts of Relationship Education and Health Education. Some elements are part of the statutory National Curriculum for Science.

We will ensure that children receive teaching about puberty in year 5 and 6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. We will review the age which puberty is introduced depending on the needs of each cohort.

We understand that at times children will benefit from a varying method of delivering the RSE curriculum. For example, we may use single sex groupings or small groupings where this will help us meet the needs of the children.

#### **4.4 Curriculum Materials and Resources**

We primarily use the Cambridge program and the resources recommended within it. We will avoid a resource led approach, instead following the needs of our children and our planned objectives.

We will select resources that:

- Are consistent with our curriculum for Relationships Education
- Relate them to the aims and objectives of this policy
- Are suitable to the age of the children



- Are up to date
- Are factual
- Are produced by a reputable organization
- Are not bias
- Avoid racial, gender, social cultural and religious stereotyping
- Encourage active learning
- Confirm to the statutory requirement for Relationships Education

#### 4.5 Safe and Effective Practice

- Staff are unable to offer absolute confidentiality
- We will reassure children that staff will act in their best interests and this may involve sharing information if the child is at harm
- Children will be told if information is to be share and support offered

Professionals, such as school nurse and youth workers, are bound by their professional code of conduct when offering advice and guidance to individual children. This often involves offering a greater level of confidentiality that school staff can give. However, in a classroom and other teaching situations, when they are contributing to our planned curriculum, they will follow our policies. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning to work with classes.

**Answering questions:** We acknowledge that sensitive and complex issues will arise in our Relationship Education, as children will naturally ask questions. When spontaneous discussions arise, it will be guided in such a way which reflects that stated school aims and curriculum content. As a first principle, we will answer questions relating to the planned curriculum for that age group in a sensitive manner, only to the children who have asked. Teachers may decide to inform parents/carers about these asked questions. The teachers will always inform the Designated Safeguarding Lead (Rachel Roberts).

## 5. Sex Education Policy

### 5.1 Definition of Sex Education

Following guidance form the DfE, we define Sex Education as leaning about ‘how a (human) baby is conceived and born’.

This extends the learning about sexual reproduction in 'some plants and animals' required through the Science National Curriculum. It also complements the statutory requirements to teach about puberty as part of the Science and Health Education, as understanding sexual reproduction in humans enables children to understand the process of puberty.

## **5.2 Consultation about Sex Education**

We have considered the DfE's recommendation that all primary schools have a Sex Education Programs and we understand that this is not statutory. We understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of the pupils.

Parents and carers are to be consulted about this and our school will offer content in Sex Education in the context of Relationships Education.

## **5.3 Content of Sex Education**

The content of our Sex Education program will be gradually developed in age appropriate ways. The children will not learn about the human reproduction until year 5/6.

Y1/2 will learn that human babies grow inside their mothers alongside learning in Science that adults' animals produce offspring like themselves.

Yr3/4 will learn that every human began with a seed from a male and an egg from a female joining together. They will not learn about the means of how they join.

Yr. 5/6 will learn about human sexual reproduction and other ways that egg and sperm joined (e.g. IVF) in age appropriate detail. They will learn about vaginal birth and caesarean section in age appropriate ways, reflecting the experiences of children and families they know.

## **5.4 Teaching Methodologies**

In Sex Education there is a certain amount of knowledge that has to be imparted. Teachers will give the facts in an accessible way using a range of approaches such as picture books and scientific descriptions.

## **5.5 Delivery of the Sex Education Curriculum**

Sex Education will be part of our topic called Relationships and Sex Education (SRE) by a teacher who knows the needs of the children. The teacher is best placed to tailor the learning to the needs of the pupils.

Parents/carers will be informed by letter/email/via the school website about the contents of the curriculum in advance of the teaching and will be invited to talk to the staff if they have any questions.

Teachers will be offered support to develop their skills and learn from others where needed.

## **5.6 Rights to be excused from Sex Education**

Parents/carers have the right to request that their child be excused from some or all of Sex Education as part of the statutory Relationships Education. Before granting any such request the Head Teacher will discuss the request with the parent/carers to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child will also be discussed. We will record the outcomes and the discussion.

We will consider compromise arrangements which will enable the child to receive Sex Education at school – same sex teacher, same sex teaching groups.

We will offer support to those parents/carers who wish to teach this at home.

If a child is excused from Sex Education, we will ensure the child receives purposeful education during the period of withdrawal.

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

Monitoring, review and evaluation of the policy is the responsibility of the PSHCE Lead and head teacher. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year.

The policy will be comprehensively reviewed with engagement form members of the school community every three years.

## 7.1 Our Relationships Education Curriculum

Foundation	Myself and My Relationships1
Myself and My Relationships	<p>Beginning and belonging</p> <ul style="list-style-type: none"> <li>• How am I special and what is special about the other people in my class?</li> <li>• What have I learnt to do and what would I like to learn next?</li> <li>• What can I do to make my classroom safe?</li> <li>• How can I play safely with others?</li> <li>• How can I respect the needs of others?</li> <li>• How does my behaviour make other people feel?</li> </ul> <p>Myself and family</p> <ul style="list-style-type: none"> <li>• Who are my special friends and why are they special to me?</li> <li>• Who is my family and how do we care for each other?</li> <li>• What is a friend?</li> <li>• How can I make up with friends when we fall out?</li> <li>• How does what I do affect others?</li> <li>• Do I know what to do if someone is unkind to me?</li> </ul> <p>My emotions</p> <ul style="list-style-type: none"> <li>• Can I recognize my emotions?</li> <li>• Can I recognize emotions in other people?</li> <li>• Do I know what causes my emotions in myself and other people?</li> <li>• How do I feel when things change?</li> <li>• How can I make other people feel better?</li> </ul>
Healthy and safer lifestyles	<p>My body and growing up</p> <ul style="list-style-type: none"> <li>• What does my body look like?</li> <li>• How has my body changed?</li> <li>• What can my body do?</li> <li>• What similarities and difference are there between our bodies?</li> </ul>

	<ul style="list-style-type: none"> <li>• How can I look after my body?</li> <li>• How am I learning to look after myself and what do I still need help with?</li> <li>• How do I feel about growing up?</li> </ul> <p>Keeping safe</p> <ul style="list-style-type: none"> <li>• What do I think I have to safe from?</li> <li>• How do I know if something is safe or unsafe?</li> <li>• Do I understand simple safety rules when I'm at home and at school?</li> <li>• I can say no if I feel unsure about something.</li> </ul> <p>Healthy lifestyles</p> <ul style="list-style-type: none"> <li>• What things can I do when I feel good and healthy?</li> <li>• What can't I do when I am feeling ill or not so healthy?</li> <li>• What can I do to keep my body healthy?</li> <li>• Do I understand what food and drink is healthy for me?</li> <li>• Do I understand why exercise is good for me?</li> <li>• Do I understand why sleep and rest is good for me?</li> </ul>
Citizenship	<p>Identity and diversity</p> <ul style="list-style-type: none"> <li>• Who are the people in my class and how are we similar and different to me?</li> <li>• Who are the different people who make up a family?</li> <li>• What is important to me and my family and why?</li> <li>• How can we value different people who have different lives to me?</li> <li>• How do we celebrate what we believe in and how is this different to others?</li> </ul> <p>Me and My World</p> <ul style="list-style-type: none"> <li>• Who are the people who help me in school?</li> <li>• How can I help look after my school?</li> <li>• How can I help care for thing at my home?</li> <li>• Where do I live and what are the different places and features of my neighbourhood?</li> </ul>

	<ul style="list-style-type: none"> <li>• Who are the people in my neighbourhood who help me?</li> <li>• How can we look after my neighbourhood?</li> <li>• What do animals and plants need to live and how can I look after them?</li> <li>• What is money and why do we need some?</li> <li>•</li> </ul>	
Transition	Transition	
Year 1 and 2	Year A	Year B
Family and relationships	<p>Introduction to RSE and setting the ground rules.</p> <p>What is family?</p> <p>Families offer stability and love.</p> <p>Families are all different.</p> <p>Friendship problems and how to solve them.</p> <p>Healthy friendships.</p> <p>Working with others</p> <p>Stereotyping gender</p>	<p>Introduction to RSE and setting the ground rules.</p> <p>What are friendships?</p> <p>How to deal with unhappy friendships.</p> <p>Recognising other people's emotions.</p> <p>Manners and courtesy</p> <p>Stereotyping gender</p>
Year 1 and 2	<p>Communicating safely and effectively with adults at school</p> <p>Communicating safely and effectively with adults out of school</p>	<p>Introduce to the internet.</p> <p>Communicating online- not sharing personal information</p> <p>The difference between secrets and surprises</p> <p>Road safety</p>
Safety and the changing body		

	<p>Safety with substances – what should go in the body and should not go in the body</p> <p>Safety and home-potential hazards in the home</p> <p>What do I do if I get lost</p> <p>Making an emergency call</p> <p>People who help us to keep us safe in the community.</p>	<p>Safety with medicines</p>
Year 1 and 2	Appropriate contact – acceptable and unacceptable physical contact.	
Year 2 Taught separately	My private parts The concept of privacy and the correct vocabulary for body parts	
Year 1 and 2 Health and wellbeing	<p>Understanding my feelings</p> <p>What am I like – identity of strengths and difference</p> <p>Ready for bed – effective sleep</p> <p>Relaxation – laughter and progressive muscle relaxation</p> <p>Handwashing and personal hygiene</p> <p>Sun safety</p> <p>Allergies</p> <p>Growth mindset- overcoming difficulties</p> <p>People who help us stay healthy</p>	<p>Experiencing different feelings</p> <p>Being active</p> <p>Relaxations – breathing exercises</p> <p>Handwashing and personal hygiene</p> <p>Allergies</p> <p>Goals</p> <p>Growth mindset- over coming difficulties</p> <p>Healthy diet</p> <p>Looking after our teeth</p>

Year 1 and 2 Citizenship	<p>Rules</p> <p>Caring for others – animals</p> <p>The needs of others</p> <p>Similar, yet different</p> <p>Belonging</p> <p>Democratic decisions</p> <p>Giving my opinions</p>	<p>Rules beyond school</p> <p>Our school environment</p> <p>Our local environment</p> <p>Job roles in our local community</p> <p>Similar yet different in my local community</p> <p>Giving my opinions</p>
Year 1 and 2	<p>Introduction to money</p> <p>Looking after money</p> <p>Banks and building societies</p> <p>Saving and pending</p> <p>Jobs in school</p>	<p>Where does money come from</p> <p>Needs and wants</p> <p>Wants and needs</p> <p>Looking after money</p> <p>Jobs</p>
transition	transition	

Year 3 and 4	Year a	Year b
Family and relationships	<p>Introduction to RSE and setting the ground rules</p> <p>Healthy families</p> <p>Friendships- conflict and resolution</p> <p>Friendships – conflict and bullying</p> <p>Effective communication to support relationships</p>	<p>Introduction to RSE and setting the ground rules</p> <p>Respect and manners</p> <p>Healthy relationships</p> <p>Physical and emotions boundaries</p> <p>How my behaviour affects others</p>



	<p>Learning who to trust</p> <p>Stereotypes – in everyday life</p> <p>Where so the stereotypes come from?</p>	<p>Bullying – the effects of bullying and the responsibility of the bystander</p> <p>Stereotypes – in fictional characters</p> <p>Stereotypes- negative effects of</p> <p>Families in the wider world- respecting the differences</p> <p>Change and loss - bereavement</p>
Safety and the changing body	<p>Emergencies and calling for help</p> <p>Basic first aid – bites and stings</p> <p>Communicating safely on line</p> <p>Cyberbullying</p> <p>Fake emails</p> <p>Making choices for myself</p> <p>Who and what can influence</p> <p>My decisions and how to make the right choices for me</p> <p>Road safety</p>	<p>Internet safety – age restrictions</p> <p>Internet safety share aware</p> <p>Basic first aid – asthma</p> <p>Privacy and secrecy and the difference between the two</p> <p>Tobacco – the risks of smoking</p>
Year 4 only	<p>Growing up – that the changes from a child to adult to a child</p> <p>Introduction to puberty</p>	
Year 3 and 4	<p>My diary- physical activity, rest and diet</p>	<p>Looking after our teeth</p>

Health and wellbeing	<p>Relaxation – stretches</p> <p>My superpowers</p> <p>Breaking down problems</p> <p>Diet and dental health</p>	<p>Relaxation – visualization</p> <p>Celebrating mistakes</p> <p>My role my strengths and helping others</p> <p>My happiness</p> <p>Emotions</p> <p>Mental health</p>
citizenship	<p>Rights of the child</p> <p>Rights and responsibilities</p> <p>Recycling</p> <p>Local community groups</p> <p>Charity</p> <p>Local democracy</p> <p>Rules</p>	<p>What are human rights?</p> <p>Caring of the environment</p> <p>Community</p> <p>Contributing</p> <p>Diverse community</p> <p>Local councilors</p>
Economic wellbeing	<p>Ways of paying</p> <p>Budgeting</p> <p>How spending affects others</p> <p>Jobs and careers</p>	<p>Spending choices</p> <p>Keeping track of my money</p> <p>Looking after my money</p> <p>Influences on career choices</p> <p>Jobs for me</p>
transition	Transition	Transition

	Year a	Year b
Year 5 and 6 Family and relationships	<p>Introduction to RSE and setting ground rules</p> <p>Build a friend – what makes a good friend</p> <p>Friendship skills</p> <p>Marriage – different types of marriage and the history of marriage</p> <p>Respecting myself</p> <p>Family life</p> <p>Bullying effects and what might motivate a bully</p> <p>Stereotypes- how attitudes to gender have changed over time</p> <p>Stereotyping and discrimination</p>	<p>Introduction to RSE and setting ground rules</p> <p>Respect- how this can be gained and lost</p> <p>Developing respectful relationships</p> <p>Different types of stereotypes</p> <p>Resolving conflict</p> <p>Negotiating and compromise</p> <p>Changes and loss – the emotions relating to grief.</p>
Safety and the changing body	<p>Online friendships</p> <p>Staying safe online</p> <p>First aid</p> <p>Drugs, alcohol and tobacco</p> <p>Understanding the influence others can have on us</p>	<p>The risks associated with alcohol</p> <p>Social media</p> <p>First aid – choking</p> <p>Basic life support</p>
Year 5 taught separately	<p>Puberty</p> <p>Menstruation</p> <p>Emotional changes in puberty</p>	

Year 6 taught separately	Physical and emotional changes in puberty Conception Pregnancy and birth
--------------------------	--

Year 5 and 6 Health and wellbeing	Relaxation – yoga The importance of rest Embracing failure Going for goals Taking responsibility for my feelings Healthy meals Sun safety	What can I be? Setting long term goals Relaxation – mindfulness Taking responsibility for my health Resilience toolbox The facts about immunization Physical health concerns – where to get help Habits – positive and negative
citizenship	Breaking the law Rights and responsibilities Protecting the planet Contributing to the community Pressure groups Parliament	Human rights Food choices and the environment Caring for others Prejudice and discrimination Valuing diversity National democracy
Economic wellbeing	Borrowing	Attitudes to money

	Income and expenditure	Keeping money safe
	Risk with money	Gambling
	Prioritising spending	Career routes
	Stereotypes in the workplace	
	Transition	Transition

## 7.1 Our charter

Children and young people are entitled to:

- Be valued and respected for who they are, considering their background, culture, faith, identity and needs
- Accurate, up to date, age appropriate information
- A well planned, well delivered RSE programme which is flexible to cater for their changing needs
- Know where and how to access information, support and local services
- Be informed about confidentially and how it affects them
- Have their values and ideas received in a respectful and nonjudgmental manner
- Be involved in the development of the content of our programme of RSE

Adults working with children are entitled to:

- Access to high quality up to date information, resources and training
- Mutual understanding of roles and responsibilities
- Contribute their views and ideas
- Professional guidance
- A clear understanding of the school policies

Parents and carers are entitled to:

- Accurate, up to date information about the RSE policy
- A safe environment for their children
- Information about how and when their children are taught RSE
- Understand their right to withdraw their child from aspects the sex education

- Have their views heard in a respectful and nonjudgmental manner

DRAFT

## Croft C.E Primary School PSHE Curriculum

### coverage 2021-2022

Year Groups	Autumn I	Autumn II	Spring	Summer
FS	Beginning and Belonging	My Emotions	Identities and Diversity	My body and Growing up
1	Beginning and Belonging	My Emotions	Diversity and Communities	Healthy Lifestyles SRE 1
2	Beginning and Belonging	My Emotions	Diversity and Communities	Healthy Lifestyles SRE 1
3/4	Beginning and Belonging	My Emotions	Diversity and Communities	Healthy Lifestyles SRE 3
4/5	Beginning and Belonging	My Emotions	Diversity and Communities	SRE 5
6	Beginning and Belonging	My Emotions	Diversity and Communities	SRE 5

## C.E Primary School PSHE Curriculum coverage 2020-21

Year Groups	Autumn I	Autumn II	Spring	Summer
FS	Family and Friends	My Emotions	Me and My World	Healthy Lifestyles
1	Family and Friends	My Emotions	Working Together	Healthy Lifestyles SRE 2
2	Family and Friends	My Emotions	Working Together	Healthy Lifestyles SRE 2
3/4	Family and Friends	My Emotions	Working Together	Healthy Lifestyles SRE 4
4/5	Family and Friends	My Emotions	Working Together	SRE 6
6	Family and Friends	My Emotions	Working Together	SRE 6



## PSHE Year 1

Term	Topic	What area this covers
<b>Autumn 1</b>	Beginning and Belonging	Prevent agenda- When, where and how to get help (safety circles / networks of support). Social development Cultural development
<b>Autumn 2</b>	Friendship/Anti-Bullying Diversity	Social, moral, cultural and spiritual development. Prevent agenda- Self-esteem, resilience, determination, confidence. managing emotions,  Mutual respect and understanding Diversity of national, regional, religious and ethnic identities in the UK. British Values- Rules and the law, responsibility for behaviour, respect for others, tolerance and harmony between different cultural traditions, discrimination, contributing to their locality and to society
<b>Spring 1</b>	Rights, Rules and Responsibilities	British Values- Democracy, government, rules / laws, responsibilities, debates. Understanding values. Critical thinking
<b>Spring 2</b>	Environmental Issues	Social and moral development
<b>Summer 1</b>	Personal Safety	Social and moral development British Values- Recognising and managing risk Making safer choices.
	My Emotions	Resisting pressures. Pressure from others that threatens their safety and wellbeing.  British Values- Self-esteem, resilience, confidence, managing emotions Social and spiritual development
<b>Summer 2</b>	Healthy Schools Managing Change	Social, moral and spiritual development

## PSHE Year 2

Term	Topic	What area this covers
<b>Autumn 1</b>	Beginning and Belonging	Prevent agenda- When, where and how to get help (safety circles / networks of support). Social development Cultural development
<b>Autumn 2</b>	Financial Capability	British Values- Charitable organisations Moral development
<b>Spring 1</b>	Friendship/Anti-Bullying Diversity	Social, moral, cultural and spiritual development. Prevent agenda- Self-esteem, resilience, determination, confidence. managing emotions,  Mutual respect and understanding Diversity of national, regional, religious and ethnic identities in the UK. British Values- Rules and the law, responsibility for behaviour, respect for others, tolerance and harmony between different cultural traditions, discrimination, contributing to their locality and to society
<b>Spring 2</b>	British Values	Respect for others, tolerance and harmony Self-knowledge and self-esteem and responsibility for behaviour Self-knowledge and self-confidence, responsibility for behaviour, showing initiative, having a voice and making a positive contribution Democracy, government, rules / laws, responsibilities, debates. Understanding values. Critical thinking
<b>Summer 1</b>	Personal Safety  My Emotions	Social and moral development British Values- Recognising and managing risk Making safer choices. Resisting pressures.  Pressure from others that threatens their safety and wellbeing.  British Values- Self-esteem, resilience, confidence, managing emotions Social and spiritual development
<b>Summer 2</b>	Healthy Schools	Social, moral and spiritual development

	Managing Change	
--	-----------------	--

### Year 3

Term	Topic	What area this covers
<b>Autumn 1</b>	Beginning and Belonging	Prevent agenda- When, where and how to get help (safety circles / networks of support). Social development Cultural development
<b>Autumn 2</b>	Friendship/Anti-Bullying Diversity	Social, moral, cultural and spiritual development. Prevent agenda- Self-esteem, resilience, determination, confidence. managing emotions, Mutual respect and understanding Diversity of national, regional, religious and ethnic identities in the UK. British Values- Rules and the law, responsibility for behaviour, respect for others, tolerance and harmony between different cultural traditions, discrimination, contributing to their locality and to society
<b>Spring 2</b>	Body Image	Prevent agenda- Resilience, determination, confidence. Self-esteem and managing emotions British Values- Self-knowledge and self-esteem and responsibility for behaviour. Social, moral, spiritual and cultural development.

<b>Summer 1</b>	Personal Safety  My Emotions	Social and moral development British Values- Recognising and managing risk Making safer choices. Resisting pressures.  Pressure from others that threatens their safety and wellbeing.  British Values- Self-esteem, resilience, confidence, managing emotions Social and spiritual development
<b>Summer 2</b>	Healthy Schools Managing Change	Social, moral and spiritual development

DRAFT