



Ark John Archer Primary Academy
RELATIONSHIPS EDUCATION
POLICY

2021 / 2022

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1 RATIONALE

Definition

The following policy refers to Relationships Education at Ark John Archer Primary Academy.

We define Relationships Education as learning about caring friendships, families and people who care for me, respectful relationships, online relationships, being safe, growing up and puberty.

Relationships Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships Education is therefore a tool to safeguard children. Relationships Education contributes to the foundation of PSHE and Spiritual, Moral, Social and Cultural (SMSC) development and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

Aspects of Relationships Education are taught as an integral part of the school's PSHE provision throughout the primary school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

Sex Education is also covered in Relationships Education as well as aspects of sex education being covered in the National Science Curriculum (see Appendix 1).

Sex education is defined in this policy preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born.

Relationships Education & Ofsted

The 2019 Ofsted framework states that pupils should be able to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them. It also states that schools should ensure they are developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.

The 2019 Ofsted framework also states:

'From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-

being. In addition, sex education will become mandatory at secondary level. If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement.'

Moral & Values Framework

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

2 STATUTORY REQUIREMENTS

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. The DfE guidance states that schools should pay particular attention to the Public sector equality duty (PSED).

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

As a primary academy school, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

We offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which includes the elements of sex education contained in the science curriculum. Our school also delivers sex education as part of Relationships Education. Parents can only withdraw their child from sex education lessons in Year 6. (see section 8).

In teaching Relationships Education, we are required by our funding agreements to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

At Ark John Archer Primary Academy we teach Relationships Education as set out in this policy.

3 POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils and parents. The steps taken to review the policy are as follows.

The Department for Education and Ofsted have clearly outlined aspects of Relationships Education that are statutory in all primary schools, therefore some recommendations or comments made during the consultation process may not be reflected in the final policy as our school has to ensure we are meeting statutory guidelines.

Review – a member of school staff/members of the Relationships Education working party looked through the existing Relationships Education policy as well as local and national guidance for Relationships Education. The working party then reviewed the Relationships Education policy reflecting any advice and changes at local and national level.

Staff consultation – Staff were consulted via a staff meeting regarding the draft RSE Policy. All staff were sent the draft policy in advance of the staff meeting and were then invited to comment on the policy and make suggestions/amendments.

Parent consultation – Parents were invited in by year group to meet with the Principal, Vice Principal and Teachers. The results of this survey informed the policy development and also identified additional work that was needed with parents to raise their awareness and knowledge of RSE in Ark John Archer Primary Academy. Parents were consulted every step of the way and were given the opportunity to look through the policy and offer comments/suggestions.

Governor consultation - Governors were consulted on this policy via a governor meeting. All governors were sent the draft policy in advance of the staff meeting and were then invited to comment on the policy and make suggestions/amendments.

Ratification – once amendments were made, the policy was shared with governors and ratified. The policy was then ratified by the governing body on 15th July 2021.

This policy will be reviewed every two years. This policy will be next reviewed in **July 2023**.

4 AIMS & OBJECTIVES OF THE POLICY

The aim of this policy is to enable the effective planning, delivery and assessment of Relationships Education.

The aims of Relationships Education at our school is to:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Be prepared for puberty and understand the basic changes that happen during puberty
- Understand how to keep their bodies healthy and clean
- Understand how to keep themselves and their bodies safe
- Help pupils develop feeling of self-respect, confidence and empathy
- Help pupils recognise healthy friendships on and offline
- Provide a framework in which sensitive discussions can take place
- Foster respect for the views of other people
- Making informed decisions and seeking support if problems arise
- Reflect our school values of Achievement, Aspiration, Respect, Community, Resilience & Kindness
- Develop resilience and character
- How to overcome challenges
- To develop an understanding of mental wellness
- Learn new things, so that they become resilient and equipped to deal with life and to be both successful and happy

5 EQUAL OPPURTUNITIES

Ark John Archer Primary Academy believes that Relationships Education should meet the needs of all pupils. Our school is committed to the provision of Relationships Education to all pupils and the differing needs of boys and girls. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of Relationships Education. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs and disabilities (SEND) are given extra support. The planning and organising of teaching strategies will be consistently reviewed e.g. through lesson observations to ensure that no pupil is disadvantaged.

Preparation for puberty

- The program of study is in line with particular year groups.

Support for boys & girls:

- Classes will be split in Year 6 when teaching specific aspects of the RSE lessons.

SEN

- Tasks are differentiated to support children with SEND and pre-teaching is used to support children in certain areas.
- When appropriate these lessons will be delivered in a smaller group basis.

- Visual and practical support is offered when needed. E.g. the appropriate age, girls are shown feminine hygiene products.
- If children need help in certain areas, a discussion will be made with the SENCo who will then refer to the relevant agency such as the school nurse.

Provision for pupils who are looked after:

- Regular meetings are held with the carers of children who are looked after with the school and social care present.

6 DELIVERY OF RSE: CONTENT, DELIVERY & TRAINING

Content

Relationships Education is taught within the personal, social, health and economic (PSHE) education curriculum. Our school uses the PSHE Association as the scheme of work that is aligned to the Wandsworth PSHE program to deliver PSHE and Relationships Education. We draw on the PSHE Association for current resources. Biological aspects of Relationships Education are taught within the science curriculum, and other aspects are also included in health education. A breakdown of what is covered in Science, Health Education and Relationships Education can be found in Appendix 1.

The main aspects of Relationships Education are:

Autumn Term

- Relationships
 - Family & Friendships,
 - Safe Relationships
 - Respecting Ourselves and Others

Spring Term

- Living in the Wider World
 - Belonging to a Community
 - Media Literacy & Digital Resilience (Online Safety)
 - Money & Work

Summer Term

- Physical Health & Wellbeing,
 - Mental Wellbeing
 - Growing & Changing
 - Keeping Safe (this includes online safety)

However, many aspects of keeping safe, good and bad touch, healthy friendships, online safety, peer pressure, saying no, the PANTS rule, families and people who care for me are taught throughout the school year to ensure a consistent spiraling approach to keeping safe.

This overview can be found in Appendix 2.

The above points are covered in an age appropriate way from EYFS to Year 6 (see Appendix 2 for more detail). These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatization of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The changing adolescent body (puberty) is covered in years 4, 5 and 6. It is covered at this age to ensure children are prepared for the emotional and physical changes that will happen during puberty. Puberty is part of the statutory Health Education curriculum (see Appendix 1).

Sex education is covered in Year 6 only. These lessons will focus on preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born. We invite colleagues such as our School Nurse & Health Services to support the delivery of this.

For more information about our Relationships Education curriculum, see Appendix 2 and 3. Appendix 2 outlines the learning objectives for Relationships Education and Appendix 3 outlines the learning objectives for our AJA Science Curriculum.

Delivery

- Relationships Education will usually be delivered by a member of school staff, usually the child's class teacher. If an external visitor is delivering all or aspects of Relationships Education, parents will be informed.
- Relationships Education is usually delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups (Year 6 only)
- Relationships Education will be assessed as part of the wider PSHE curriculum.
- Staff are aware that different views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own informed opinions, but also respect others that may have a different opinion.
- Both formal and informal RSE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Lead if they are concerned.
- The following are protocols teachers follow for discussion ('Ground Rules')
 - No one (teacher or pupil) will have to answer a personal question
 - No one will be forced to take part in a discussion
 - Only correct/agreed names for body parts will be used
 - Meanings of words will be explained in a sensible and factual way

- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is your parent
 - The topic will be covered at a later stage in their Relationships Education

Moira Cruddas is the member of staff who monitors the implementation of Relationships Education. This monitoring is done through lesson observations, pupil conferencing sessions and staff focus groups. Relationships Education is assessed and evaluated by using the PSHE Association Scheme of Work.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Principal or Vice Principal may also invite visitors from outside the school, such as school nurses or the health improvement team, to provide support and training to staff teaching RSE.

Child Protection

There may be rare occasions when a teacher is directly approached by a primary aged child who is sexually active, contemplating sexual activity and/or is being sexually abused. With respect to child abuse and protection procedures, staff will follow the school's child protection policy.

Our Designated Safeguarding Leads are Chrysa Rakitzi, Debbie Young, Nina Thorpe, Anujah Srinivasen (EYFS) & Glenn Prior.

The CP procedure is followed at all times.

Parents will be informed depending on the individual circumstances of the disclosure. In specific cases, social care and/or the police will need to be informed.

Staff will also be referred to the:

- DfE's 2020 document on 'Keeping children safe in education'- statutory guidance for schools and colleges <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Working together to safeguard children 2018
- <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

7 PARTNERSHIP WITH PARENTS

The school views parents as partners in the delivery of Relationships Education. Parents will be informed about the Relationships Education program at the **start of every half term**, as part of information provided on what their children will be learning.

The school will liaise with parents through (delete as appropriate):

- RSE workshop
- School website
- Letter (Appendix 4)

The school encourages parents to discuss Relationships Education with Moira Cruddas or Glenn Prior and are invited to view materials. This policy will be available on the school website for parents.

Right to withdraw

Parents do not have the right to withdraw their children from statutory Relationships and Health Education lessons (see outline of Relationships and Health Education in Appendix 1).

Parents also cannot withdraw their children from the statutory National Science Curriculum (see Appendix 1)

Parents have the right to withdraw their children from the non-statutory components of sex education (taught in year 6 only) within Relationships Education (see Appendix 1). Requests for withdrawal from these lessons should be put in writing and addressed to the Principal. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

If you withdraw your child from sex education lessons, the school cannot guarantee that your child will not hear about the content of lessons from other pupils e.g. on the playground, walking home from school. By withdrawing children from sex education lessons, they may seek the information from elsewhere e.g. friends, siblings, the internet. These sources of information are open incorrect and unreliable and can expose children to information which is not appropriate for their age.

8 ROLES AND RESPONSIBILITIES

The Governing Board

The governing board will approve the Relationships Education Policy and hold the Principal to account for its implementation.

The Principal

The Principal is responsible for ensuring that Relationships Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Relationships Education (see Appendix 1).

Staff

Staff are responsible for:

- Delivering Relationships Education in a sensitive way

- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils

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

All teaching staff, including cover teachers, will deliver Relationships Education lessons. Moira Cruddas is responsible for leading PSHE and RSE in this school.

Pupils

Pupils are expected to engage fully in Relationships Education and, when discussing issues related to Relationships Education, always treat others with respect and sensitivity as well as uphold our school values.

APPENDIX 1: The Ark John Archer Science Curriculum Overview (Relationships Education and Health Education)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plants	<p>Identify and name a variety of common wild and garden plants.</p> <p>Identify and describe the basic structure of a variety of common flowering plants.</p>	<p>Observe and describe how seed and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and be healthy.</p>	<p>Identify and describe the functions of different parts of flowering plants.</p> <p>Explore the requirements of plants for life and growth and how these vary.</p> <p>Investigate the way water is transported in plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants including pollinations and seed dispersal.</p>			
Animals including humans	<p>Identify and name a variety of common animals including fish.</p> <p>Identify and name a variety of common animals that are carnivores.</p> <p>Describe and compare the structure of a variety of common animals.</p> <p>Identify, name, draw and label the basic parts of the human body.</p> <p>Know which part of the human body is associated with which sense</p>	<p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Research and describe basic needs of animals.</p> <p>Describe the importance of exercise and diet.</p>	<p>Know that animals, including humans, need the right types of nutrition and cannot make their own food.</p> <p>Identify the main parts of the human and other skeletons and their functions.</p> <p>Know that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p>Research the function of the parts of the digestive system.</p> <p>Create a model of the digestive system using household objects.</p> <p>Explore eating different types of food to identify which teeth are being used for cutting, tearing and grinding.</p> <p>Classify animals according to teeth.</p> <p>Use food chains to identify producers, predators and prey.</p>	<p>Describe the changes as humans develop to old age.</p> <p>Draw a timeline to indicate stages in the growth and development of humans.</p> <p>Research the gestation periods of other animals and compare them with the gestation periods of humans.</p>	<p>Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way that bodies will function.</p> <p>Describe the way nutrients and water are transported within animals, including within humans.</p>
Materials	<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Identify and compare the suitability of a variety of everyday materials for particular uses.</p> <p>Find out how the shapes of objects made from some materials can be changed.</p>				
Rocks			<p>Compare and group together different kinds of rocks on the basis of their appearance and properties.</p>			

Seasonal changes	<p>Observe changes across the four seasons and write about those changes.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>					
Living things and their habitats		<p>Explore the differences between things that are living, dead and never been alive.</p> <p>Identify living things in habitats to which they are suited and why.</p> <p>Identify and name a variety of plants and animals in their habitats including microhabitats.</p>		<p>Observe plants and animals in different habitats through the year.</p> <p>Compare living things observed.</p> <p>Use classification keys to name unknown living things.</p> <p>Classify living things from different habitats based on features.</p> <p>Use secondary sources to find out how environments may change and how human impact on the environment.</p>	<p>Describe the differences in the life cycles of a mammal, amphibian, an insect and a bird.</p> <p>Describe the life processes of reproduction in some plants and animals.</p> <p>Study and raise questions about the local environment and how it changes throughout the year.</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences.</p> <p>Explain reasons for classifying plants and animals based on their specific characteristics.</p>
Light			<p>Recognise that we need light in order to see things and the dark is the absence of light.</p> <p>Observe that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and ways to protect the eyes.</p> <p>Recognise how shadows are formed and find patterns in the way that the size of a shadow can change.</p>			<p>Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then our eyes.</p> <p>Use the ideas that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>
Forces and magnets			<p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects but magnetic forces can act at a distance.</p>		<p>Explain that unsupported objects will fall towards the Earth because of the force of gravity acting between the Earth and the falling objects.</p>	

APPENDIX 2: The Ark John Archer Relationships and Sex Education (RSE) Curriculum Overview

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families & Friendships	Safe Relationships	Respecting Ourselves & Others	Belonging to a Community	Media Literacy & Digital Resilience	Money & Work	Physical Health & Mental Wellbeing	Growing & Changing	Keeping Safe
Y1	Roles of different people; families; feeling cared for.	Recognising privacy; staying safe; seeking permission.	How behaviour affects others; being polite and respectful.	What rules are; caring for others' needs; looking after the environment.	Using the internet and digital devices; communicating online.	Strengths and interests; jobs in the community.	Keeping healthy; food and exercise, hygiene routines; sun safety.	Recognising what makes them unique and special; feelings; managing when things go wrong.	How rules and age restrictions help us; keeping safe online.
Y2	Making friends; feeling lonely and getting help.	Managing secrets; resisting pressure and getting help; recognising hurtful behavior.	Recognising things in common and differences; playing and working cooperatively; sharing opinions.	Belonging to a group; roles and responsibilities; being the same and different in the community.	The internet in everyday life; online content and information.	What money is; needs and wants; looking after money.	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.	Growing older; naming body parts; moving class or year.	Safety in different environments; risk and safety at home; emergencies.
Y3	What makes a family; features of family life.	Personal boundaries; safely responding to others; the impact of hurtful behaviour.	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.	The value of rules and laws; rights, freedoms and responsibilities.	How the internet is used; assessing information online.	Different jobs and skills; job stereotypes; setting personal goals.	Health choices and habits; what affects feelings; expressing feelings.	Personal strengths and achievements; managing and reframing setbacks.	Risks and hazards; safety in the local environment and unfamiliar places.
Y4	Positive friendships, including online.	Responding to hurtful behaviour; managing confidentiality; recognising risks online.	Respecting differences and similarities; discussing difference sensitively.	What makes a community; shared responsibilities.	How data is shared and used.	Making decisions about money; using and keeping money safe.	Maintaining a balanced lifestyle; oral hygiene and dental care.	Personal identity; recognising individuality and different qualities; mental wellbeing.	Medicines and household products; drugs common to everyday life.
Y5	Managing friendships and peer influence.	Physical contact and feeling safe.	Responding respectfully to a wide range of people; recognising prejudice and discrimination.	Protecting the environment; compassion towards others.	How information online is targeted; different media types, their role and impact.	Identifying job interests and aspirations; what influences career choices; workplace stereotypes.	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies.	Growing up and the human lifecycle; emotional changes as we grow; personal hygiene routines.	Keeping safe in different situations, including responding in emergencies, first aid.
Y6	Attraction to others; romantic relationships; civil partnership and marriage.	Recognising and managing pressure; consent in different situations.	Expressing opinions and respecting other points of view, including discussing topical issues.	Valuing diversity; challenging discrimination and stereotypes.	Evaluating media sources; sharing things online.	Influences and attitudes to money; money and financial risks.	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.	Human reproduction and birth; increasing independence; managing transition.	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media.

Year 1 Termly Overview

Term	Topic	Key Learning
Autumn: Relationships	Families and Friendships Roles of different people; families; feeling cared for.	<ul style="list-style-type: none"> people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers. the role these different people play in children's lives and how they care for them. what it means to be a family and how families are different (e.g. single parents, same-sex parents, etc.). the importance of telling someone — and how to tell them — if worried about something in their family.
	Safe Relationships Recognising privacy; staying safe; seeking permission.	<ul style="list-style-type: none"> situations when someone's body or feelings might be hurt and whom to go to for help. what it means to keep something private, including parts of the body that are private. identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches). how to respond if being touched makes them feel uncomfortable or unsafe. when it is important to ask for permission to touch others. how to ask for and give/not give permission.
	Respecting ourselves and others How behaviour affects others; being polite and respectful.	<ul style="list-style-type: none"> what kind and unkind behaviour mean in and out school. how kind and unkind behaviour can make people feel. what respect means. class rules, being polite to others, sharing and taking turns.
Spring: Living in the Wider World	Belonging to a community What rules are; caring for others' needs; looking after the environment.	<ul style="list-style-type: none"> examples of rules in different situations (e.g. class rules, rules at home, rules outside). different people have different needs. how we care for people, animals and other living things in different ways. how they can look after the environment (e.g. recycling).
	Media literacy and Digital resilience Using the internet and digital devices; communicating online.	<ul style="list-style-type: none"> how and why people use the internet. the benefits of using the internet and digital devices. how people find things out and communicate safely with others online.
	Money and Work Strengths and interests; jobs in the community.	<ul style="list-style-type: none"> that everyone has different strengths, in and out of school. about how different strengths and interests are needed to do different jobs. about people whose job it is to help us in the community. about different jobs and the work people do.
Summer: Health and Wellbeing	Physical health and Mental wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety.	<ul style="list-style-type: none"> what it means to be healthy and why it is important. ways to take care of themselves on a daily basis. basic hygiene routines (e.g. hand washing). healthy and unhealthy foods, including sugar intake. physical activity and how it keeps people healthy. different types of play, including balancing indoor, outdoor and screen-based play. people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors. how to keep safe in the sun.
	Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong.	<ul style="list-style-type: none"> recognise what makes them special and unique including likes, dislikes and what they are good at. how to manage and whom to tell when finding things difficult, or when things go wrong. how they are the same and different to others. different kinds of feelings. how to recognise feelings in themselves and others. how feelings can affect how people behave.
	Keeping safe How rules and age restrictions help us; keeping safe online.	<ul style="list-style-type: none"> how rules can help to keep us safe. why some things have age restrictions (e.g. TV and film, games, toys or play areas). basic rules for keeping safe online. whom to tell if they see something online that makes them feel unhappy, worried, or scared.

Year 2 Termly Overview

Term	Topic	Key Learning
Autumn: Relationships	Families and friendships Making friends; feeling lonely and getting help	<ul style="list-style-type: none"> • how to be a good friend (e.g. kindness, listening, honesty). • different ways that people meet and make friends. • strategies for positive play with friends (e.g. joining in, including others, etc.). • what causes arguments between friends. • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else. • how to positively resolve arguments between friends.
	Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour.	<ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online. • what to do and whom to tell if they see or experience hurtful behaviour, including online. • what bullying is and different types of bullying. • how someone may feel if they are being bullied. • the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help. • how to resist pressure to do something that feels uncomfortable or unsafe. • how to ask for help if they feel unsafe or worried and what vocabulary to use.
	Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions.	<ul style="list-style-type: none"> • the things they have in common with their friends, classmates, and other people. • how friends can have both similarities and differences. • how to play and work cooperatively in different groups and situations. • how to share their ideas and listen to others, take part in discussions, and give reasons for their views.
Spring: Living in the Wider World	Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community.	<ul style="list-style-type: none"> • being a part of different groups, and the role they play in these groups (e.g. class, teams, faith groups). • different rights and responsibilities that they have in school and the wider community. • how a community can help people from different groups to feel included. • to recognise that they are all equal, and ways in which they are the same and different to others in their community.
	Media literacy and Digital resilience The internet in everyday life; online content and information.	<ul style="list-style-type: none"> • the ways in which people can access the internet (e.g. phones, tablets, computers). • to recognise the purpose and value of the internet in everyday life. • to recognise that some content on the internet is factual and some is for entertainment (e.g. news, games, videos). • that information online might not always be true.
	Money and Work What money is; needs and wants; looking after money.	<ul style="list-style-type: none"> • what money is and its different forms (e.g. coins, notes), and ways of paying for things (e.g. debit cards, electronic payments). • how money can be kept and looked after. • getting, keeping and spending money. • that people are paid money for the job they do. • how to recognise the difference between needs and wants. • how people make choices about spending money, including thinking about needs and wants.
Summer: Health and Wellbeing	Physical health and Mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.	<ul style="list-style-type: none"> • routines and habits for maintaining good physical and mental health. • why sleep and rest are important for growing and keeping healthy. • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies. • the importance of, and routines for, brushing teeth and visiting the dentist, and food and drink that affect dental health. • how to describe and share a range of feelings. • ways to feel good, calm down or change their mood (e.g. playing outside, listening to music, spending time with others). • how to manage big feelings including those associated with change, loss and bereavement. • when and how to ask for help, and how to help others, with their feelings.

	<p>Growing and changing Growing older; naming body parts; moving class or year.</p>	<ul style="list-style-type: none"> • the human life cycle and how people grow from young to old. • how our needs and bodies change as we grow up. • change as people grow up, including new opportunities and responsibilities. • preparing to move to a new class and setting goals for next year.
	<p>Keeping safe Safety in different environments; risk and safety at home; emergencies.</p>	<ul style="list-style-type: none"> • how to recognise risk in everyday situations, (e.g. road, water and rail safety, medicines). • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'. • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger. • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products. • things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel. • how to respond if there is an accident and someone is hurt. • whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say.

Year 3 Termly Overview

Term	Topic	Key Learning
Autumn: Relationships	Families and friendships What makes a family; features of family life	<ul style="list-style-type: none"> to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents. that being part of a family provides support, stability and love. about the positive aspects of being part of a family, such as spending time together and caring for each other. the different ways that people can care for each other, e.g. giving encouragement or support in times of difficulty. to identify if/when something in a family might make someone upset or worried. what to do and whom to tell if family relationships are making them feel unhappy or unsafe.
	Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour	<ul style="list-style-type: none"> what is appropriate to share with friends, classmates, family and wider social groups including online. what privacy and personal boundaries are, including online. basic strategies to help keep themselves safe online (e.g. passwords, using trusted sites and adult supervision). that bullying and hurtful behaviour is unacceptable in any situation. the effects and consequences of bullying for the people involved. bullying online, and the similarities and differences to face-to-face bullying. what to do and whom to tell if they see or experience bullying or hurtful behaviour.
	Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.	<ul style="list-style-type: none"> to recognise respectful behaviours (e.g. helping or including others, being responsible). how to model respectful behaviour in different situations (e.g. at home, at school, online). the importance of self-respect and their right to be treated respectfully by others. what it means to treat others, and be treated, politely. the ways in which people show respect and courtesy in different cultures and in wider society.
Spring: Living in the Wider World	Belonging to a community The value of rules and laws; rights, freedoms and responsibilities	<ul style="list-style-type: none"> the reasons for rules and laws in wider society. the importance of abiding by the law and what might happen if rules and laws are broken. what human rights are and how they protect people. to identify basic examples of human rights including the rights of children. how they have rights and also responsibilities. that with every right there is also a responsibility (e.g. the right to an education and the responsibility to learn).
	Media literacy and Digital resilience How the internet is used; assessing information online.	<ul style="list-style-type: none"> how the internet can be used positively for leisure, for school and for work. to recognise that images and information online can be altered or adapted and the reasons for why this happens. strategies to recognise whether something they see online is true or accurate. to evaluate whether a game is suitable to play or a website is appropriate for their age-group. to make safe, reliable choices from search results. how to report something seen or experienced online that concerns them (e.g. images or content that worry them, unkind or inappropriate communication).
	Money and Work Different jobs and skills; job stereotypes; setting personal goals.	<ul style="list-style-type: none"> jobs that people may have from different sectors (e.g. teachers, business people, charity work). that people can have more than one job at once or over their lifetime. common myths and gender stereotypes related to work. to challenge stereotypes through examples of role models in different fields of work (e.g. women in STEM). some of the skills needed to do a job, such as teamwork and decision-making. to recognise their interests, skills and achievements and how these might link to future jobs. how to set goals that they would like to achieve this year e.g. learn a new hobby.

Summer: Health and Wellbeing	<p>Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings</p>	<ul style="list-style-type: none"> • the choices that people make in daily life that could affect their health. • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep). • what can help people to make healthy choices and what might negatively influence them. • habits and that sometimes they can be maintained, changed or stopped. • the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle. • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally. • that regular exercise such as walking or cycling has positive benefits for their mental and physical health. • the things that affect feelings both positively and negatively. • strategies to identify and talk about their feelings. • some of the different ways people express feelings (e.g. words, actions, body language). • to recognise how feelings can change overtime and become more or less powerful.
	<p>Growing and changing Personal strengths and achievements; managing and reframing setbacks.</p>	<ul style="list-style-type: none"> • that everyone is an individual and has unique and valuable contributions to make. • to recognise how strengths and interests form part of a person's identity. • how to identify their own personal strengths and interests and what they're proud of (in school, out of school). • to recognise common challenges to self-worth (e.g. finding school work difficult, friendship issues). • basic strategies to manage and reframe setbacks (e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again).
	<p>Keeping safe Risks and hazards; safety in the local environment and unfamiliar places.</p>	<ul style="list-style-type: none"> • how to identify typical hazards at home and in school. • how to predict, assess and manage risk in everyday situations (e.g. crossing the road, in the kitchen). • fire safety at home including the need for smoke alarms. • the importance of following safety rules from parents and other adults. • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety.

Year 4 Termly Overview

Term	Topic	Key Learning
Autumn: Relationships	Families and friendships Positive friendships, including online.	<ul style="list-style-type: none"> the features of positive healthy friendships such as mutual respect, trust and sharing interests. strategies to build positive friendships. how to seek support with relationships if they feel lonely or excluded. how to communicate respectfully with friends when using digital devices. how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know. what to do or whom to tell if they are worried about any contact online.
	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online.	<ul style="list-style-type: none"> to differentiate between playful teasing, hurtful behaviour and bullying, including online. how to respond if they witness or experience hurtful behaviour or bullying, including online. recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable. how to manage pressures associated with dares. when it is right to keep or break a confidence or share a secret. how to recognise risks online such as harmful content or contact. how people may behave differently online including pretending to be someone they are not. how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online.
	Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively.	<ul style="list-style-type: none"> to recognise differences between people such as gender, race, faith. to recognise what they have in common with others (e.g. shared values, likes and dislikes, aspirations). the importance of respecting the differences and similarities between people. a vocabulary to sensitively discuss difference and include everyone.
Spring: Living in the Wider World	Belonging to a community What makes a community; shared responsibilities.	<ul style="list-style-type: none"> the meaning and benefits of living in a community. to recognise that they belong to different communities as well as the school community. the different groups that make up and contribute to a community. the individuals and groups that help the local community, including through volunteering and work. how to show compassion towards others in need and the shared responsibilities of caring for them.
	Media literacy and Digital resilience How data is shared and used.	<ul style="list-style-type: none"> that everything shared online has a digital footprint. that organisations can use personal information to encourage people to buy things. to recognise what online adverts look like. to compare content shared for factual purposes and for advertising. why people might choose to buy or not buy something online (e.g. from seeing an advert). that search results are ordered based on the popularity of the website and that this can affect what information people access.
	Money and Work Making decisions about money; using and keeping money safe.	<ul style="list-style-type: none"> how people make different spending decisions based on their budget, values and needs. how to keep track of money and why it is important to know how much is being spent. about different ways to pay for things such as cash, cards, e-payment and the reasons for using them. that how people spend money can have positive or negative effects on others (e.g. charities, single use plastics).
Summer: Health and Wellbeing	Physical health and Mental wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care.	<ul style="list-style-type: none"> to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally. what good physical health means and how to recognise early signs of physical illness. that common illnesses can be quickly and easily treated with the right care (e.g. visiting the doctor when necessary). how to maintain oral hygiene and dental health, including how to brush and floss correctly. the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health.

		<ul style="list-style-type: none"> • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally. • that regular exercise such as walking or cycling has positive benefits for their mental and physical health. • the things that affect feelings both positively and negatively. • strategies to identify and talk about their feelings. • some of the different ways people express feelings (e.g. words, actions, body language). • to recognise how feelings can change overtime and become more or less powerful.
	<p>Growing and changing Personal identity; recognizing individuality and different qualities; mental wellbeing.</p>	<ul style="list-style-type: none"> • personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes. • how to recognise, respect and express their individuality and personal qualities. • ways to boost their mood and improve emotional wellbeing. • the link between participating in interests, hobbies and community groups and mental wellbeing.
	<p>Keeping safe Medicines and household products; drugs common to everyday life.</p>	<ul style="list-style-type: none"> • the importance of taking medicines correctly and using household products safely. • to recognise what is meant by a 'drug'. • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing. • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects. • to identify some of the risks associated with drugs common to everyday life. • that for some people using drugs can become a habit which is difficult to break. • how to ask for help or advice.

Year 5 Termly Overview

Term	Topic	Key Learning
Autumn: Relationships	Families and friendships Managing friendships and peer influence.	<ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included. • strategies to help someone feel included. • peer influence and how it can make people feel or behave. • the impact of the need for peer approval in different situations, including online. • strategies to manage peer influence and the need for peer approval (e.g. exit strategies, assertive communication). • that it is common for friendships to experience challenges. • strategies to positively resolve disputes and reconcile differences in friendships. • that friendships can change over time and the benefits of having new and different types of friends. • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable. • when and how to seek support in relation to friendships.
	Safe relationships Physical contact and feeling safe.	<ul style="list-style-type: none"> • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations. • how to ask for, give and not give permission for physical contact. • how it feels in a person's mind and body when they are uncomfortable. • that it is never someone's fault if they have experienced unacceptable contact. • how to respond to unwanted or unacceptable physical contact. • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about. • whom to tell if they are concerned about unwanted physical contact.
	Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination.	<ul style="list-style-type: none"> • to recognise that everyone should be treated equally. • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. • what discrimination means and different types of discrimination (e.g. racism, sexism, homophobia). • to identify online bullying and discrimination of groups or individuals (e.g. trolling and harassment). • the impact of discrimination on individuals, groups and wider society. • ways to safely challenge discrimination. • how to report discrimination online.
Spring: Living in the Wider World	Belonging to a community Protecting the environment; compassion towards others.	<ul style="list-style-type: none"> • how resources are allocated and the effect this has on individuals, communities and the environment. • the importance of protecting the environment and how everyday actions can either support or damage it. • how to show compassion for the environment, animals and other living things. • the way that money is spent and how it affects the environment. • to express their own opinions about their responsibility towards the environment.
	Media literacy and Digital resilience How information online is targeted; different media types; their role and impact.	<ul style="list-style-type: none"> • to identify different types of media and their different purposes (e.g. to entertain, inform, persuade or advertise). • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased. • that some media and online content promote stereotypes. • how to assess which search results are more reliable than others. • to recognise unsafe or suspicious content online. • how devices store and share information.
	Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes.	<ul style="list-style-type: none"> • to identify jobs that they might like to do in the future. • the role ambition can play in achieving a future career. • how or why someone might choose a certain career.

		<ul style="list-style-type: none"> • what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values. • the importance of diversity and inclusion to promote people’s career opportunities. • stereotyping in the workplace, its impact and how to challenge it. • that there is a variety of routes into work (e.g. college, apprenticeships, university, training).
Summer: Health and Wellbeing	<p>Physical health and Mental wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies.</p>	<ul style="list-style-type: none"> • how sleep contributes to a healthy lifestyle. • healthy sleep strategies and how to maintain them. • the benefits of being outdoors and in the sun for physical and mental health. • how to manage risk in relation to sun exposure, including skin damage and heat stroke. • how medicines can contribute to health and how allergies can be managed. • that some diseases can be prevented by vaccinations and immunisations. • that bacteria and viruses can affect health. • how they can prevent the spread of bacteria and viruses with everyday hygiene routines. • to recognise the shared responsibility of keeping a clean environment.
	<p>Growing and changing Growing up and the human lifecycle; emotional changes as we grow; personal hygiene routines.</p>	<ul style="list-style-type: none"> • the human lifecycle from development in the womb, birth, aging and death. • how humans change as they get older, physically and mentally. • emotional changes as humans grow up and how to best manage this. • how to look after yourself and others as they age. • the importance of maintaining good hygiene at all stages of life and the potential impact where routines are not kept to.
	<p>Keeping safe Keeping safe in different situations, including responding in emergencies, first aid and FGM.</p>	<ul style="list-style-type: none"> • to identify when situations are becoming risky, unsafe or an emergency. • to identify occasions where they can help take responsibility for their own safety. • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour. • how to deal with common injuries using basic first aid techniques. • how to respond in an emergency, including when and how to contact different emergency services. • that female genital mutilation (FGM) is against British law. • what to do and whom to tell if they think they or someone they know might be at risk of FGM.

Year 6 Termly Overview

Term	Topic	Key Learning
Autumn: Relationships	Families and friendships Attraction to others; romantic relationships; civil partnership and marriage	<ul style="list-style-type: none"> • what it means to be attracted to someone and different kinds of loving relationships. • that people who love each other can be of any gender, ethnicity or faith. • the qualities of healthy relationships that help individuals flourish. • ways in which couples show their love and commitment to one another, including those who are not married or who live apart. • what marriage and civil partnership mean (e.g. a legal declaration of commitment made by two adults). • that people have the right to choose whom they marry or whether to get married. • that to force anyone into marriage is illegal. • how and where to report forced marriage or ask for help if they are worried. • respect for different cultures, beliefs and values.
	Safe relationships Recognising and managing pressure; consent in different situations.	<ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy friendship. • the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong. • strategies to respond to pressure from friends including online. • how to assess the risk of different online 'challenges' and 'dares'. • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable. • how to get advice and report concerns about personal safety, including online. • what consent means and how to seek and give/not give permission in different situations.
	Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues.	<ul style="list-style-type: none"> • the link between values and behaviour and how to be a positive role model. • how to discuss issues respectfully. • how to listen to and respect other points of view. • how to constructively challenge points of view they disagree with. • ways to participate effectively in discussions online and manage conflict or disagreements.
Spring: Living in the Wider World	Belonging to a community Valuing diversity; challenging discrimination and stereotypes.	<ul style="list-style-type: none"> • what prejudice means. • to differentiate between prejudice and discrimination. • how to recognise acts of discrimination. • strategies to safely respond to and challenge discrimination. • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups. • how stereotypes are perpetuated and how to challenge this.
	Media literacy and Digital resilience Evaluating media sources; sharing things online.	<ul style="list-style-type: none"> • the benefits of safe internet use (e.g. learning, connecting and communicating). • how and why images online might be manipulated, altered, or faked. • how to recognise when images might have been altered. • why people choose to communicate through social media and some of the risks and challenges of doing so. • that social media sites have age restrictions and regulations for use. • the reasons why some media and online content is not appropriate for children. • how online content can be designed to manipulate people's emotions and encourage them to read or share things. • about sharing things online, including rules and laws relating to this. • how to recognise what is appropriate to share online. • how to report inappropriate online content or contact.

	<p>Money and Work Influences and attitudes to money; money and financial risks</p>	<ul style="list-style-type: none"> • the role that money plays in people’s lives, attitudes towards it and what influences decisions about money. • value for money and how to judge if something is value for money. • how companies encourage customers to buy things and why it is important to be a critical consumer. • how having or not having money can impact on a person’s emotions, health and wellbeing. • common risks associated with money, including debt, fraud and gambling. • how money can be gained or lost (e.g. stolen, through scams or gambling) and how these put people at financial risk. • how to get help if they are concerned about gambling or other financial risks.
<p>Summer: Health and Wellbeing</p>	<p>Physical health and Mental wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.</p>	<ul style="list-style-type: none"> • that mental health is just as important as physical health and that both need looking after. • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support. • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing. • positive strategies for managing feelings. • that there are situations when someone may experience mixed or conflicting feelings. • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome. • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available. • identify where they and others can ask for help and support with mental wellbeing in and outside school. • the importance of asking for support from a trusted adult. • the changes that may occur in life including death, and how these can cause conflicting feelings. • that changes can mean people experience feelings of loss or grief. • the process of grieving and how grief can be expressed. • strategies that can help someone cope with the feelings associated with change or loss. • to identify how to ask for help and support with loss, grief or other aspects of change. • how balancing time online with other activities helps to maintain their health and wellbeing. • strategies to manage time spent online and foster positive habits (e.g. switching phone off at night). • what to do and whom to tell if they are frightened or worried about something they have seen online.
	<p>Growing and changing Human reproduction and birth; increasing independence; managing transitions.</p>	<ul style="list-style-type: none"> • to recognise some of the changes as they grow up (e.g. increasing independence). • what being more independent might be like, including how it may feel. • the transition to secondary school and how this may affect their feelings. • how relationships may change as they grow up or move to secondary school. • practical strategies that can help to manage times of change and transition (e.g. practising the bus route to secondary school). • identify the links between love, committed relationships and conception. • how to identify external genitalia and reproductive organs. • the physical and emotional changes during puberty. • key facts about the menstrual cycle and menstrual wellbeing. • strategies to manage the changes during puberty including menstruation. • the importance of personal hygiene routines during puberty including washing regularly and using deodorant. • how to discuss the challenges of puberty with a trusted adult. • how to get information, help and advice about puberty. • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults. • how pregnancy occurs (i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb). • that pregnancy can be prevented with contraception. • the responsibilities of being a parent or carer and how having a baby changes someone’s life.

Keeping safe

Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

- how to protect personal information online.
- to identify potential risks of personal information being misused.
- strategies for dealing with requests for personal information or images of themselves.
- to identify types of images that are appropriate to share with others and those which might not be appropriate.
- that images or text can be quickly shared with others, even when only sent to one person; what the impact of this might be.
- what to do if they take, share or come across an image which may upset, hurt or embarrass them or others.
- how to report the misuse of personal information or sharing of upsetting content/images online.
- the different age rating systems for social media, TV, films, games and online gaming.
- why age restrictions are important and how they help people make safe decisions about what to watch, use or play.
- the risks and effects of different drugs.
- the laws relating to drugs common to everyday life and illegal drugs.
- to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs.
- the organisations where people can get help and support concerning drug use.
- how to ask for help if they have concerns about drug use.
- mixed messages in the media relating to drug use and how they might influence opinions and decisions.

APPENDIX 3

Letter to Parents – Consultation Process



**Ark John Archer
Primary Academy**

Principal: Moira Cruddas

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Thursday 6th May 2021

Dear Parents, Carers & AJA Families

From September 2020 relationships education, along with health education were made statutory by the Department for Education and now form part of the national curriculum. These changes came into effect from September 2020 but due to Covid-19, schools have been given an extension until the end of this academic year with the updated requirements.

The new expectations focus on healthy relationships and keeping children safe in the modern world. It also covers a wide range of topics related to physical and mental health, wellbeing safeguarding and healthy relationships. Learning about emotional, social and physical aspects of growing up will give children and young people the information, skills and values to have safe, fulfilling relationships and help them take responsibility for their own wellbeing.

The statutory guidance can be found at:

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

After reviewing various curriculum materials, we have opted to use The PSHE Association Scheme of Work, a full PSHE (Personal, Social, Health Education) program as the main way of teaching our pupils the required relationships and health education content. As well as covering all necessary content from the new curriculum for relationships and health, the PSHE Association has a strong focus on emotional and mental health and wellbeing.

The school has also opted to teach sex education in Year 6 only and we will be inviting in colleagues from the NHS to deliver this program to the children. Please see the draft policy for further details.

Parental engagement is essential for the curriculum to be successful and will also support parents in their role as their children's primary educators. As part of the implementation of this new curriculum, we would like to hold a period of consultation to allow you to air

your views and opinions on how certain content is covered. We would appreciate your views on:

- Our draft policy for relationships, health and sex education.
- When and how certain content within the subject is covered (this can be found in the draft policy).

What is taught, and how, is ultimately a decision for the school. While your views are welcome and will be genuinely reflected on when we reach our final decision, they do not amount to a veto over curriculum content.

I would therefore like to invite you to series of consultation meetings – that will be held here at the school. These meetings will be respectful of the current restrictions and practices in order to keep our school safe. It is a way for Mr Prior & myself to explain our curriculum and discuss any concerns or queries that you may have.

- **Monday 10th May 2021 – Year 6 Parents/Carers – 9:00 a.m.**
- **Tuesday 11th May 2021 – Year 5 Parents/Carers – 9:00 a.m.**
- **Friday 14th May 2021 – Years 3 & 4 Parents/Carers @ 9:00 a.m.**
- **Monday 17th May 2021 – Years 1 & 2 Parents/Carers @ 9:00 a.m.**
- **Tuesday 18th May 2021 – Open Consultation Meeting @ 9:00 a.m.**

The consultation process will start from Monday 10th May and will end on Monday 24th May 2021.

If you are unable to attend the meeting but would like to meet with me then please do not hesitate to make an appointment with me.

Your views are very important to us here at AJA and I will respond to you on the outcome of the process once it ends. Once we have considered all the feedback, the updated Ark John Archer Relationships Education Policy will be signed off and uploaded to the school's website which will set out the proposed curriculum.

If you have any further queries and concerns regarding the consultation process, please do not hesitate to contact the school.

Best Wishes

Maira Cruddas
Maira Cruddas
Principal

