

# Relationships and Sex Education Policy



**Longwood Infant Academy**

**John King Infant Academy**

**Kirkstead Junior Academy**

**Written by:** Jess Moody **Date:** 17.04.26

**Last reviewed on:**

**Next review due by:** September 2027

## 1. Aims

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

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

## 2. Statutory requirements

At Pinxton Village Academies we teach RSE as set out in this policy.

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Pinxton Village Academies, we teach RSE as set out in this policy.

## 3. Policy development

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

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

## 4. Definition

For the purpose of this policy:

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

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## 5. Curriculum

At Pinxton Village Academies, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years Framework in Reception.

Our Reception curriculum is planned on a yearly basis linking to the Prime and Specific Areas of Learning in the EYFS and is guided by the children's interests.

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which inform the intent and implementation of our curriculum. Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes.

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request – this reminder is outlined in our termly year group newsletters.

## 6. Delivery of RSE

In Early Years, the key knowledge links to the following documentation: Early Years Framework, Development Matters and Birth to 5 Matter

At Key Stage 1 and 2, the key knowledge takes full account of the programme of study for PSHE education and uses the following strands:

- Health and Wellbeing
- Relationships
- Living in the Wider World

➤ At Pinxton Village Academies we use the Key Knowledge Progression Documents (KKPDs) designed in collaboration with the Flying High Partnership to ensure knowledge is progressive. Within this document: [11 PSHE Key Knowledge Progression Document 2023-24 FINAL.docx](#) the following statements apply:

- *The strands have been chosen as they replicate the PSHE Association programme of study.*
- *The statements in green on our KKPD document reflect where protected characteristics are taught.*
- *The statements in **bold** are from the RSE and Health Education statutory guidance.*
- *The statements in **bold green** show where protected characteristics and RSE and Health Education are taught.*
- *The statements in **red** reflect when parents and carers have the option to remove their child from this teaching.*

- *The statement about FGM is within the 'Safe Relationships' strand as we feel it sits within this where private body parts and permission are discussed. At Pinxton Village Academies we choose to teach this knowledge however we make this explicit to parents and carers and offer the opportunity for children to be removed from this aspect of teaching.*

At Pinxton Village Academies we adapt the curriculum and learning environment for pupils with SEND.

Pinxton Village Academies has a range of approaches to supporting children with SEND. All children benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children to make good progress. Scaffolding and differentiation is provided to enable all children to achieve the learning objective and gain knowledge. Where children need additional support they will receive additional support and intervention in order to meet their needs.

Some of the children in the school will require a Pupil Profile and additional or different provision. This will be put in place in discussion with parents/carers and where appropriate the child. This may mean additional work with a child on a small group or 1:1 basis to carry out specific interventions to support a child to meet their individual targets.

The SENCO works alongside class teachers and support staff to oversee SEN provision and monitor the progress of any child requiring additional support. Where appropriate other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages parents/carers will be involved in the process.

To ensure all children are able to access the RSE curriculum at an appropriate level and fulfil their potential we take some of the following actions:

- Make adaptations to ensure that all pupils have access to the school curriculum and school activities.
- Support pupils to achieve their full potential despite any difficulty or disability they may have.
- Ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them.
- Provide opportunities for pupils to develop confidence, self-esteem and resilience.
- Work in partnership with parents/carers, pupils and external agencies to cater for children's special educational needs and disabilities.
- Make provision for children with SEN to fully develop their abilities, interests and talents.
- Identify special educational needs at the earliest opportunity to ensure early intervention and support.
- Ensure all children with SEN are fully included in all aspects of school life.
- Regularly review policy and practice in order to achieve the best outcomes for all our pupils.

When, and within which year group and term, during the school year the different elements of the relationships and sex education are taught can be found on the PVA Curriculum Map: [PVA PSHE Curriculum Map V5.docx](#) (also appendix 1 of this document).

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

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

In line with the DfE [guidance](#) recommendation, Pinxton Village Academies teach sex education in years 5 and 6, in line with content about conception and birth in the science curriculum.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

As per our quality first teaching offer, planning will happen half termly with resources being prepared for the lessons weekly by qualified teachers in each year group. This planning is quality assured before the point of teaching by the curriculum lead and PSHE lead to ensure appropriateness and that it aligns with the PVA curriculum map.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

For more information about our RSE curriculum, see Appendices 1 and 2.

- The protected characteristics
- The age of criminal responsibility

For more information about our RSE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among 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).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

## 6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

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

## 6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

## 6.3 Engagement and transparency with parents.

The school is committed to working in partnership with parents and carers to ensure transparency and support around the delivery of Relationships and Sex Education (RSE). We will proactively engage parents by providing clear information about the curriculum, including its importance for pupils' wellbeing and safety, and by offering opportunities to discuss any concerns and support conversations at home. Parents will be consulted during the development and review of this policy, in line with statutory guidance. To promote openness, a dedicated parent meeting will be held each September, and curriculum coverage will be shared through termly newsletters. Parents will also be able to view a representative sample of resources, and full access to all RSE materials will be provided upon request by contacting their child's class teacher. Where materials are shared, this will be done in accordance with

copyright law, with appropriate safeguards to prevent unauthorised copying or distribution. While parents do not have the right to veto curriculum content, the school will respond positively to all requests to view materials and will ensure that any external providers used do not restrict the school's ability to share resources.

## 7. Use of external organisations and materials

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

We **will**:

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

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

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

## 8. Roles and responsibilities

### 8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### 8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

### 8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL): Mrs Anne Ingle (Headteacher).

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

Mrs Jess Moody (Deputy Headteacher) is responsible for leading RSE in your school. Class Teachers, and other qualified members of staff deemed suitable by the Headteacher and Leadership Team are responsible for teaching and delivering RSE lessons. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

### 8.4 Pupils

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

## 9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

## 10. Training

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

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **11. Monitoring arrangements**

The delivery of RSE is monitored by the Headteacher and Senior Leadership Team through monitoring arrangements, such as planning scrutinies, learning walks, book looks, lesson observations etc and quality assurance through external bodies such as Ofsted.

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

This policy will be reviewed by Jess Moody annually. At every review, the policy will be approved by the Headteacher and the Governing Body.



Our broad and balanced curriculum has been developed to inspire our children through enquiry, addressing the identified barriers to learning, to deliver the skills, cultural knowledge and understanding to achieve every day of their lives. It encompasses our school values of aspiration, confidence, creativity, enjoyment, perseverance, pride and responsibility.

PVA staff supported the development of our curriculum principles which is based on the context and needs of our local community. We communicate this through the acronym, 'LEAP'.

**Language rich** – to expose children to high quality texts, improve speech and vocabulary and develop a love of reading.

**Experiential** – to challenge children to overcome personal barriers through culturally rich, memorable experiences which expand their knowledge of the wider society.

**Aspirational** – to create ambitions for themselves and our community.

**Purposeful** – to give meaning and value to learning, preparing our children for their next step in education.

Our subject maps ensures that our curriculum embodies **LEAP** with coherence and through the content choices we have made.

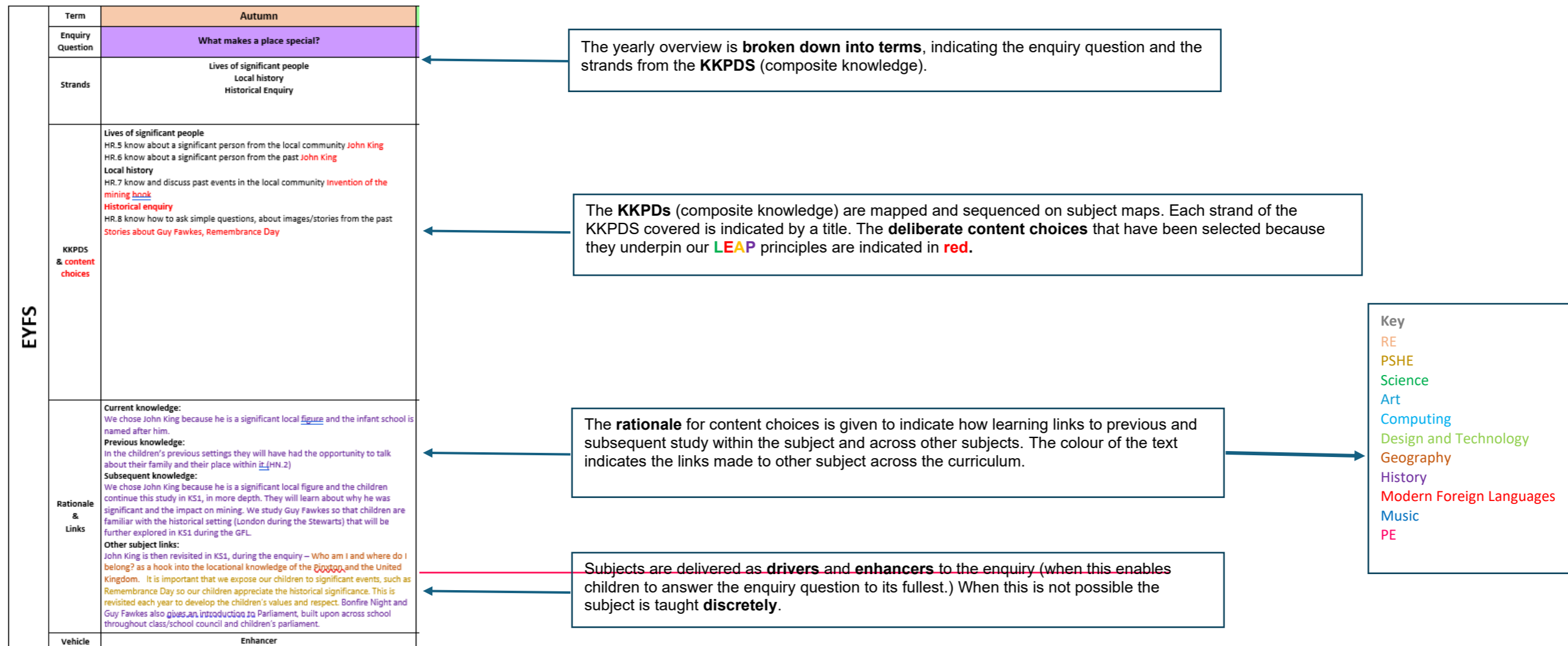
**How?**

**Composite knowledge** from the **KKPDS** is mapped on to a **whole school long-term plan** and sequenced on **subject maps**. This work is completed by subject leaders, alongside the curriculum lead and the teaching team. The curriculum lead oversees all work to ensure a sequential and progressive curriculum. They ensure links are made across year groups and subjects through deliberate and diverse **content choices**.

Each subject has a **subject map** that shows what knowledge pupils will learn and in which term of each year group, with knowledge building over time.

The **rationale** for content choices is given to indicate how learning links to previous and subsequent study within the subject and across other subjects. Subjects are delivered as **drivers** and **enhancers** to the enquiry (when this enables children to answer the enquiry question to its fullest.) When this is not possible the subject is taught **discretely**.

**What?**



| Term  | Autumn  | Spring  | Summer  |
|---|---|---|---|
|   | Enquiry Question  | How do we leave a legacy?   | How do people express themselves?   |
| Strands   | <p>Health and Wellbeing<br/>Mental Health<br/>Safe Relationships<br/>Respecting self and others<br/>Shared responsibilities<br/>Keeping Safe<br/>Family and close positive relationships<br/>Communities</p>  | <p>Keeping Safe<br/>Drugs, Alcohol and Tobacco<br/>Family and close positive relationships<br/>Friendships<br/>Managing Hurtful Behaviour &amp; Bullying<br/>Economic Wellbeing: Money</p>  | <p>Mental Health<br/>Ourselves: Growing and Changing<br/>Friendships<br/>Safe relationships<br/>Respecting self and others</p>  |
| <p>KKPDS &amp; content choices</p> <p>Threads</p> <p>Relationships and sex education (RSE) and health education</p> <p>Protected Characteristics</p> <p>British Values</p> <p>Character Education</p> <p>E-safety</p> <p>Keeping Safe</p> <p>Parental contact before teaching</p> <p>Rights</p> <p>Respecting Schools</p> | <p>Taught discretely:<br/>Health and Wellbeing – Article 3, 6, 18, 24, 27,<br/>PSHER.1 know the importance of healthy food choices<br/>PSHER.2 know how to make some simple healthy food choices<br/>PSHER.3 know that moving our bodies can keep us healthy<br/>PSHER.4 know when and why we have bedtime<br/>PSHER.5 know the importance of brushing our teeth<br/>PSHER.6 know how to manage their own needs, e.g. toileting<br/>PSHER.7 know how to hand wash and explain the importance of this<br/>PSHER.8 know that different clothes protect us from the weather<br/>Mental Health<br/>PSHER.10 know the name of a range of feelings<br/>Safe Relationships Article 27,<br/>PSHER.34 know who to speak to if feeling worried or unsafe<br/>Respecting Self and Others Article 2, 13<br/>PSHER.36 know what kind and unkind behaviour is and how this can affect others<br/>PSHER.38 know how to respect other people’s needs, wants and behaviour mutual respect<br/>Shared Responsibilities<br/>PSHER.39 know how to follow simple rules and understand why they are important.</p> <p>Taught as part of the enquiry:<br/>Keeping Safe Article 2, 19, 27<br/>PSHER.20 know and understand why adults should help to keep us safe rule of law<br/>PSHER.21 know and can name things we should not touch<br/>PSHER.22 know why it is important to be safe near the road local area<br/>Family and close positive relationships - Article 5, 9, 18, 20, 21<br/>PSHER.27 know that all families are not the same mutual respect<br/>Communities Article 2<br/>PSHER.40 know they are part of a community family, friends, school<br/>PSHER.41 know how to ask questions about differences between people, such as skin colour, types of hair, gender, special needs and disabilities tolerance</p> | <p>Taught discretely:<br/>Keeping Safe Article 19, 27,<br/>PSHER.23 know what to do if worried or scared<br/>Drugs, Alcohol and Tobacco Article 33<br/>PSHER.24 know not to take any medicines without an adult<br/>PSHER.25 know that smoking is harmful<br/>Family and close positive relationships Article 5, 31<br/>PSHER.26 know how to recreate what they have learnt about social interactions with close adults, in their play and relationships with others<br/>Friendships Article 2, 3, 19,<br/>PSHER.28 know how to be a good friend and demonstrate this through play<br/>PSHER.29 know how to build constructive and respectful relationships<br/>PSHER.30 know how to support their friend if they are feeling unhappy<br/>Managing Hurtful Behaviour &amp; Bullying<br/>PSHER.32 know choices may impact on others, e.g. taking a toy from a friend democracy<br/>Economic Wellbeing: Money Article 3, 26, 27<br/>PSHER.42 know that money is needed to buy items in a shop<br/>PSHER.43 know and explore, through play, differences in jobs mutual respect</p> | <p>Taught discretely:<br/>Mental Health Article 4, 8<br/>PSHER.11 know how to seek adult support and articulate their wants and needs<br/>PSHER.12 know what makes you happy when feeling sad<br/>PSHER.13 know how different situations make us feel<br/>PSHER.14 know how my friend is feeling<br/>PSHER.15 know to return to a familiar adult to gain emotional support and practical help in different situations<br/>Ourselves: Growing and Changing Article 16<br/>PSHER.16 know what they can do well and what they are getting better at<br/>PSHER.18 know the names of different body parts we can see, representing these in drawings and painting<br/>PSHER.19 know that people may look similar or different due to their specific features, e.g. hair, size and shape of nose... mutual respect<br/>Safe Relationships Article 16<br/>PSHER.33 know that some things are private, on their own bod and are covered by underwear rule of law<br/>PSHER.35 know that an adult should be present when on the internet</p> <p>Taught as part of the enquiry:<br/>Mental Health Article 1, 7, 8<br/>PSHER.9 know and see themselves as a valuable individual - individual liberty<br/>Ourselves: Growing and Changing<br/>PSHER.17 know how to show resilience and perseverance in the face of challenge<br/>Friendships<br/>PSHER.31 know how to show empathy and concerns to people who are special to them, e.g. may offer a child a toy they like<br/>Respecting Self and Others Article 13<br/>PSHER.37 know how to express feelings</p> |

|  |                              |   |  |  |
|--|------------------------------|---|--|--|
|  | <b>Rationale &amp; Links</b> | <p><b>Current Knowledge:</b><br/>As the children are new to school, we want to build safe, nurturing relationships with their peers and familiar adults and establishing clear expectations and routines. As part of their enquiry ‘what makes a place special?’, the children will learn about the communities they are a part of and the people (family, friends and school staff) that make it special.</p> <p><b>Previous Knowledge:</b><br/>In the children’s nursery settings, the children will know that adults keep us safe . Before entering Reception, the children know how to co-operate with familiar people and this will be embedded this year.</p> <p><b>Subsequent Knowledge:</b><br/>The children build upon this knowledge in KS1 as they deepen their understanding of the importance of the roles of the relationships they establish. Through the lense of relationships we establish the values of mutual respect and tolerance.</p> <p><b>Other subject links:</b><br/>Children will deepen their understanding and mutual respect and tolerance of other communities and cultures through RE.</p> | <p><b>Current Knowledge:</b><br/>Building on the thread of respect, we want the children to have the opportunity to learn about the way in which others live and how significant people from the past have impacted on the world we live in today. We start this by looking at themselves as babies, building on familiar relationships, before looking at significant others. By initially focusing on themselves the children learn about their own health and wellbeing.</p> <p><b>Previous Knowledge:</b><br/>In the children’s nursery settings, the children will have had the opportunity to use money to buy objects in imaginative play.</p> <p><b>Subsequent Knowledge:</b><br/>In KS1, the children will have the opportunity to know how to make choices about money and know that may not always be able to have things that they want.</p> <p><b>Other subject links:</b><br/>Children will learn about the value of coins in KS1.</p> | <p><b>Current Knowledge:</b><br/>As part of the enquiry ‘how do people express themselves?’, we want to ensure that our children have a strong sense of self and know how to express themselves and show resilience whilst also showing empathy towards others and their feelings.</p> <p><b>Previous Knowledge:</b><br/>In the children’s nursery settings, the children know how to recognise their feelings using gestures and simples words like, happy, sad and angry (PSHEN.9)</p> <p><b>Subsequent Knowledge:</b><br/>In Year 1, will deepen their knowledge of feelings through what humans can experience and how to recognise and name the feelings.</p> <p><b>Other subject links:</b><br/>Throughout the continuous provision, the children will have the opportunity to represent feeling through primary and secondary colours. E.g red = angry.</p> |
|  | <b>Vehicle</b>               | <b>Enhancer/ Discrete</b>   | <b>Enhancer/ Discrete</b>  | <b>Enhancer/ Discrete</b>  |
|  | <b>End Points</b>            | <p>Recall the knowledge specified within the KCPDs for Reception <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Recognise that all families are different <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Understand how to wash and brush teeth, exercise and sleep <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Name some people who can help you if you are sad or scared <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Recognise everyone is part of a community <b>class discussions, lesson design, curriculum books, pupil interviews</b></p>  | <p>Recall the knowledge specified within the KCPDs for Reception <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Understand money can be used to buy things <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Name some of the jobs people do <b>class discussions, lesson design, curriculum books, pupil interviews</b></p>  | <p>Recall the knowledge specified within the KCPDs for Reception <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Name common things we can and can’t touch and which parts of our body are private <b>class discussions, lesson design, curriculum books, pupil interviews</b></p>  |

|        |  |  |   |  |
|--------|--|--|---|--|
| Year 1 | Term   | Autumn   | Spring  | Summer   |
|        | Enquiry Question   | What makes us proud of where we live?  | Can one person really change the world?   | How can I make a mark?   |
|        | Strands  | Keeping safe<br>Safe relationships<br>Shared Responsibilities<br>Families and Close Positive Relationships<br>Communities<br>Ourselves, Growing and Changing   | Healthy Lifestyles<br>Mental Health<br>Managing Hurtful Behaviour and Bullying<br>Shared Responsibilities<br>Economic wellbeing: Aspirations, work and career   | Respecting Self & Others<br>Shared Responsibilities<br>Media Literacy and Digital Resilience<br>Economic wellbeing: Aspirations, work and career.<br>Ourselves, Growing and Changing<br>Families & Close Positive Relationships<br>Friendships<br>Safe relationships   |
|        | <b>KKPDS &amp; content choices</b><br><br>Threads<br>Relationships and sex education (RSE) and health education<br>Protected Characteristics<br>British Values<br>Character Education<br>E-safety<br>Keeping Safe<br>Rights Respecting Schools | Taught discretely:<br><b>Keeping Safe Article 18, 27, 41</b><br>PSHE1.14 know about rules and age restrictions that keep us safe <b>rule of law</b><br>PSHE1.15 know how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)<br>PSHE1.16 know the risk in simple everyday situations and what action to take to minimise harm<br>PSHE1.17 know ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely<br>PSHE1.18 know about people whose job it is to keep us safe<br><b>Safe Relationships Article 18, 28, 29</b><br>PSHE1.29 know how to respond safely to adults they don't know<br>PSHE1.28 know who the safeguarding team is<br><b>Shared Responsibilities Article 41</b><br>PSHE1.33 know what rules are, why they are needed, and why different rules are needed for different situations<br><b>PSHE1.34 know how people and other living things have different needs; about the responsibilities of caring for them</b><br><b>Families &amp; Close Positive Relationships Article 18, PSHE1.19 know about the roles different people play in our lives</b><br>PSHE1.20 know the people who love and care for them and what they do to help them feel cared for<br><b>Ourselves, Growing &amp; Changing Article 1, 7, 8, PSHE1.11 know what makes them special mutual respect and individual liberty</b><br><b>PSHE1.12 know the ways in which we are all unique (all protected characteristics)</b><br><br>Taught as part of the enquiry:<br><b>Communities Article 1, 7, 8, 15</b><br><b>PSHE1.35 know the ways they are the same as, and different to, other people mutual respect and tolerance</b><br>PSHE1.36 know about different groups they belong to. | Taught discretely:<br><b>Healthy Lifestyles Article 6, 27,</b><br>PSHE1.1 know what keeping healthy means and different ways to keep healthy<br>PSHE1.2 know how physical activity helps us stay healthy and ways to be physically active everyday<br>PSHE1.3 know about dental care and visiting the dentist, how to brush teeth correctly and food and drink that support dental health<br>PSHE1.4 know simple hygiene routines that can stop germs from spreading<br>PSHE1.5 know how to keep safe in the sun and protect skin from sun damage<br><b>Mental Health Article 2, 3, 13</b><br>PSHE1.6 know about different feelings that humans can experience<br>PSHE1.7 know how to recognise and name these feelings<br>PSHE1.8 know how feelings can affect people's bodies and how they behave<br>PSHE1.9 know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)<br>PSHE1.10 know that not everyone feels the same at the same time, or feels the same about the same things <b>individual liberty</b><br><b>Managing Hurtful Behaviour &amp; Bullying Article 12</b><br><b>PSHE1.24 know that bodies and feelings can be hurt by words and actions and that people can say hurtful things online</b><br><br>Taught as part of the enquiry:<br><b>Shared Responsibilities Article 4, 6</b><br><b>PSHE1.34 know how people and other living things have different needs; about the responsibilities of caring for them David Attenborough</b><br><b>Economic Wellbeing: Aspirations, Work and Career - PSHE1.38 know that everyone has different strengths</b> | Taught discretely: <b>Article 13, Respecting Self &amp; Others</b><br>PSHE1.31 know how to identify and moderate their own feelings, socially and emotionally<br>PSHE1.32 know how to listen to others and play and work cooperatively <b>mutual respect and tolerance</b><br><b>Shared Responsibilities Article 40, 41</b><br><b>PSHE1.33 know what rules are, why they are needed, and why different rules are needed for different situations</b><br><b>Media Literacy and Digital Resilience Article 28, 29</b><br><b>PSHE1.37 know how the internet and digital devices can be used safely to find things out and to communicate with others rule of law</b><br><b>Economic Wellbeing: Aspirations, Work and Career Article 6, 26</b><br>PSHE1.39 know that jobs help people to earn money to pay for things<br><b>Ourselves, Growing &amp; Changing</b><br>PSHE1.13 know how to manage when finding things difficult<br><b>Families &amp; Close Positive Relationships Article 9, 18, 20, 21, 22, 30</b><br><b>PSHE1.21 know about different types of families including those that may be different from their own</b><br><b>Friendships Article 12</b><br><b>PSHE1.22 know how people make friends and what makes a good friendship tolerance</b><br>PSHE1.23 know how to recognise when they or someone else feels lonely and what to do<br><b>Safe Relationships Article 16, 34, 35, 36</b><br>PSHE1.25 know that some things are private and the importance of respecting privacy <b>rule of law</b><br><b>PSHE1.26 know how to respond if physical contact makes them feel uncomfortable or unsafe</b><br>PSHE1.27 know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard<br><b>PSHE1.30 know not to share personal information online</b> |

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|  | <p><b>Rationale &amp; Links</b></p> <p><b>Current Knowledge:</b><br/>Making clear links to the children’s enquiry, we want the children appreciate themselves and their community, this will allow our children to show an interest in and respect for the world which will develop responsible citizens who make a positive contribution to their community and beyond.</p> <p><b>Previous Knowledge:</b><br/>In EYFS, the children learn about the importance of keeping themselves safe and the adults that will keep themselves in school, which they will build upon in Y1.</p> <p><b>Subsequent Knowledge:</b><br/>In Y2, children will learn about the basic rules that keep themselves safe online.</p> <p><b>Other subject links:</b><br/>Through our enquiry we learnt about people in the community who keep us safe. We make links here to RE, when we learn about Christians and what is special to them.</p> | <p><b>Current Knowledge:</b><br/>As part of this enquiry the children will look at shared responsibility and an understanding that we all have different strengths. They will look at Greta Thunberg as an individual who campaigns for us all to take responsibility for the world we live in.</p> <p><b>Previous Knowledge:</b><br/>Building on the children knowledge of shared responsibilities from EYFS, in which the children learn about rules and why they play an important role within society.</p> <p><b>Subsequent Knowledge:</b><br/>The children will build upon this in Y2, when they learn about the things they can do to look after the environment.</p> <p><b>Other subject links:</b><br/>Children will learn about Greta Thunberg and her beliefs and values in History.</p> | <p><b>Current Knowledge:</b><br/>It is important that we arm our children with the knowledge and skills to keep ourselves safe during the summer break. We want to ensure that our curriculum promotes British Values and educates against protected characteristics (race, prejudice) incidents.</p> <p><b>Previous Knowledge:</b><br/>In the EYFS setting that children begin to learn about rules and why these are important. Alongside this they have looked at friendships and the impact that we can have on our friends through our actions.</p> <p><b>Subsequent Knowledge:</b><br/>The children build upon their knowledge of relationships by building strategies to support them when relationships make them feel uncomfortable and give them simple strategies to resolve disagreements positively.</p> <p><b>Other subject links:</b><br/>We make links here to RE, when we learn about how the Christian faith makes people feel good.</p> |
|  | <b>Enhancer/ Discrete</b>  | <b>Enhancer/ Discrete</b>  | <b>Enhancer/ Discrete</b>  |
|  | <p><b>End Points</b></p> <p>Recall the knowledge specified within the KCPDs for Year 1 <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Discuss people who love and care for us and how they do this <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Identify the dangers of electricity, fire and smoking <b>class discussions, lesson design, curriculum books, pupil interviews</b></p>  | <p>Recall the knowledge specified within the KCPDs for Year 1 <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Understand the harm of the sun on skin and how to stay safe from it <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Describe ways to make people feel good <b>class discussions, lesson design, curriculum books, pupil interviews</b></p>   | <p>Recall the knowledge specified within the KCPDs for Year 1 <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Understand permission seeking <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Recognise they are part of many different groups <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Talk about how computers and the internet can be used to find out things and communicate <b>class discussions, lesson design, curriculum books, pupil interviews</b></p>   |

|  | Term             | Autumn  | Spring  | Summer  |
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|  | Enquiry Question | Are we defined by our postcode?   | What things change and what things stay the same?   | How can a pattern leave an impression?  |
|  | Strands          | Media, Literacy and Digital Resilience<br>Economic Wellbeing: Money<br>Families and Close Positive Relationships<br>Friendships<br>Managing Hurtful Behaviour and Bullying<br>Respecting Self and Others<br>Shared responsibilities<br>Communities  | Mental Health<br>Respecting Self and Others<br>Keeping Safe<br>Safe Relationships<br>Keeping Safe<br>Healthy Lifestyles   | Economic Wellbeing: Aspirations, Work and Career<br>Health Lifestyles<br>Ourselves: Growing and Changing<br>Keeping Safe<br>Drugs, Alcohol and Tobacco<br>Families and Close Positive Relationships   |
| <b>Year 2</b><br><br>KKPDs & content choices<br><br><u>Threads</u><br>Relationships and sex education (RSE) and health education<br>Protected Characteristics<br>British Values<br>Character Education<br>E-safety<br>Keeping Safe<br>Rights<br>Respecting Schools |                  | <p><b>Taught discretely:</b><br/> <b>Media Literacy and Digital Resilience</b><br/>           PSHE2.35 know about the role of the internet in everyday life<br/>           PSHE2.36 know that not all information seen online is true <b>rule of law</b><br/> <b>Economic Wellbeing: Money Article 3, 6, 26,</b><br/>           PSHE2.37 know that people make different choices about how to save and spend money<br/>           PSHE2.38 know about the difference between needs and wants; that sometimes people may not always be able to have the things they want<br/> <b>Families and Close Positive Relationships Article 18, 19</b><br/>           PSHE2.20 know that it is important to tell a trusted adult if something about their family makes them worried or unhappy<br/> <b>Friendships</b><br/>           PSHE2.22 know simple strategies to resolve arguments between friends positively <b>tolerance</b><br/>           PSHE2.23 know how to ask for help if a friendship makes them feel unhappy<br/> <b>Managing Hurtful Behaviour and Bullying Article 2, 19</b><br/>           PSHE2.24 know how people may feel if they experience hurtful behaviour or bullying<br/> <b>PSHE2.25 know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult (all protected characteristics) rule of law</b><br/> <b>Respecting Self and Others Article 2, 7, 8</b><br/>           PSHE2.31 know how to talk about and share their opinions on things that matter to them <b>rule of law, mutual respect, democracy</b><br/>           PSHE2.32 know ways in which they are the same and different to others</p> <p><b>Taught as part of the enquiry:</b><br/> <b>Shared Responsibilities Article 24</b><br/>           PSHE2.33 know about things they can do to look after the environment <b>mutual respect and tolerance</b><br/> <b>Communities</b><br/>           PSHE2.34 know about different roles and responsibilities people have in the community</p> | <p><b>Taught discretely:</b><br/> <b>Mental Health Article 13,</b><br/>           PSHE2.6 know about ways of sharing feelings and a range of words to describe feelings <b>individual liberty</b><br/>           PSHE2.7 know different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good <b>individual liberty</b><br/>           PSHE2.8 know how to recognise how others may be feeling<br/>           PSHE2.9 know when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it<br/> <b>Respecting Self and Others Article 14</b><br/> <b>PSHE2.30 know how to treat themselves and others with respect and how to be polite and courteous (all protected characteristics)</b><br/> <b>Keeping Safe Article 16, 17</b><br/>           PSHE2.15 know basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them <b>rule of law</b><br/> <b>Safe Relationships Article 33, 34, 35, 36</b><br/>           PSHE2.26 know there are situations when they should ask for permission and also when their permission should be sought <b>rule of law</b><br/>           PSHE2.27 know basic techniques for resisting pressure to do something <u>they don't want to do and which may make them unsafe</u><br/>           PSHE2.28 know about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)<br/>           PSHE2.29 know that sometimes people may behave differently online, including by pretending to be someone they are not<br/> <b>Keeping Safe</b><br/>           PSHE2.17 know what to do if there is an accident and someone is hurt<br/>           PSHE2.18 know how to get help in an emergency (how to dial 999 and what to say)</p> <p><b>Taught as part of the enquiry:</b><br/> <b>Health Lifestyles Article 33</b><br/>           PSHE2.4 know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy<br/> <b>Mental Health</b><br/>           PSHE2.10 know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> | <p><b>Taught discretely:</b><br/> <b>Economic Wellbeing: Aspirations, Work and Career Article 26,</b><br/>           PSHE2.39 know some of the strengths and interests someone might need to do different jobs <b>individual liberty and mutual respect</b><br/>           PSHE2.40 know different jobs that people they know or people who work in the community do<br/> <b>Health Lifestyles Article 6, 27</b><br/>           PSHE2.1 know about foods that support good health and the risks of eating too much sugar<br/>           PSHE2.2 know about the people who help us to stay physically healthy<br/>           PSHE2.3 know why sleep is important and different ways to rest and relax<br/>           PSHE2.5 know different ways to learn and play, recognising the importance of knowing when to take a break from time online or TV<br/> <b>Ourselves, Growing and Changing</b><br/>           PSHE2.11 know what they are good at, what they like and dislike<br/>           PSHE2.12 know how to prepare to move to a new class/year group<br/>           PSHE2.13 know the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)<br/>           PSHE2.14 know about growing and changing from young to old and how people's needs change <b>mutual respect</b><br/> <b>Keeping Safe Article 33</b><br/>           PSHE2.16 know that household products (including medicines) can be harmful if not used correctly <b>local pharmacist visit</b><br/> <b>Drugs, Alcohol and Tobacco Article 33</b><br/>           PSHE2.19 know about things that people can put into their bodies and on their skin and how these can affect people<br/> <b>Families and Close Positive Relationships Article 18, 20, 21,</b><br/>           PSHE2.21 know common features of family life</p> |

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|  | <p><b>Rationale &amp; Links</b></p> | <p><b>Current Knowledge:</b> As part of the enquiry, the children will look at their community of Pinxton and of the community of Mugaramero and through this lens will learn about different roles and responsibilities people have in the community.</p> <p><b>Previous Knowledge:</b> The children build upon the knowledge of close positives relationships in where they learn about the roles different people play in our lives and about the people who love and care for them and what they do to help them feel cared for.</p> <p><b>Subsequent Knowledge:</b> Children build upon the knowledge of close positives relationships in Y3, when they learn about the different types of relationships they will encounter in their lives.</p> <p><b>Other subject links:</b> Through a geographical lens, the children will know about things they can do to look after the environment and the role and responsibilities within different communities. In conjunction with computing, we also reinforced e-safety through our PSHE lessons. Children have learnt the importance of staying safe online, this is then reinforced in PSHE as well as computing to interrupt the forgetting.</p> | <p><b>Current Knowledge:</b> As part of the children’s enquiry, the children will learn about how medicine helps people stay healthy and compare that to life during the plague. Though the lens to the Great Fire of London and the Plague, the children will know about change and loss and identify the feelings associated. Children learn about how to respect themselves and others and safe relationships, in line with the PSHE curriculum.</p> <p><b>Previous Knowledge:</b> In Y1, the children will know how to recognise and name these feelings. The children will learn more about healthy lifestyles and how to stay safe in and around the home.</p> <p><b>Subsequent Knowledge:</b> This is then built upon in Y3 when learning that mental health, just like physical health, is part of daily life and the importance of taking care of mental health. Children will build upon their knowledge of medicines in Y3, when they learn about the risks and effects of legal drugs common to everyday life.</p> <p><b>Other subject links:</b> Children learn about the parts of the human body, which links to their learning including animals including humans. Children learn about growing and changing which is built upon in Science in Y5. During this term the children study the Great Fire of London and how the lessons learnt during this time have impacted on their lives today. As part of the study the children will get a visit from the local fire service. This is because we want the children to have memorable and valuable experiences that they take with them beyond PVA.</p> | <p><b>Current Knowledge:</b> We want to ensure that our curriculum promotes British Values and educates against protected characteristics. Children learn about healthy lifestyles including medicines which keep people healthy, this aligns with the knowledge that they can acquire learning about drugs, alcohol and tobacco.</p> <p><b>Previous Knowledge:</b> In Y1, children know what keeping healthy means and different ways to keep healthy. They also learn how physical activity helps us stay healthy and ways to be physically active everyday.</p> <p><b>Subsequent Knowledge:</b> We give the children memorable and valuable experiences that they take with them beyond PVA they children will have a visit from the local pharmacist, this is built upon in Y3 when the children learn basic first aid and further deepened in the Y5 study of drugs and medicine.</p> <p><b>Other subject links:</b> The children have also learnt about the value of money as part of the white rose sequence. Children learn about how a healthy diet is important to humans in science. During PE lessons, the importance of being healthy and why exercise is so important is revisited regularly.</p> |
|  | <p><b>Vehicle</b></p>               | <p><b>Enhancer/ Discrete</b></p>   | <p><b>Enhancer/ Discrete</b></p>  | <p><b>Enhancer/ Discrete</b></p>  |
|  | <p><b>End Points</b></p>            | <p>Recall the knowledge specified within the KKPDs for Year 2 <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Describe the basic rules of online safety and to tell a trusted adult about concerns <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Talk about what bullying is (and is not) and how to report to it <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Recognise different roles and responsibilities in their community <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Recognise not everything online is true <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Understand the need/want difference <b>class discussions, lesson design, curriculum books, pupil interviews</b></p>   | <p>Recall the knowledge specified within the KKPDs for Year 2 <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Identify dangers of medicines <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Understand that people feel sad about loss/death <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Take appropriate action if an accident occurs (e.g. call 999) <b>class discussions, lesson design, curriculum books, pupil interviews</b></p>   | <p>Recall the knowledge specified within the KKPDs for Year 2 <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Identify parts of body inc. external genitalia <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Describe what happens if you eat too many unhealthy foods <b>class discussions, lesson design, curriculum books, pupil interviews</b></p>  |

| Term  | Autumn   | Spring   | Summer   |
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|   | Enquiry Question   | What defines a culture?  | What lies beneath?   |
| Strands   | Families and close positive relationships<br>Friendships<br>Managing Hurtful Behaviour and Bullying<br>Economic Wellbeing: Aspirations, Work and Career<br>Safe Relationships<br>Ourselves, Growing and Changing   | Families and Close Positive Relationships<br>Safe Relationships<br>Media Literacy and Digital Resilience<br>Ourselves, Growing and Changing<br>Economic Wellbeing: Aspirations, Work and Career<br>Economic Wellbeing: Money<br>Communities  | Healthy Lifestyles<br>Mental Health<br>Keeping Safe<br>Drugs, Alcohol & Tobacco<br>Shared Responsibilities   |
| <b>Year 3</b><br><br><b>KKPDS &amp; content choices</b><br><br><b>Threads</b><br>Relationships and sex education (RSE) and health education<br>Protected Characteristics<br>British Values<br>Character Education<br>E-safety<br>Keeping Safe<br>Rights<br>Respecting Schools | <p><b>Taught discretely:</b><br/> <b>Families and Close Positive Relationships Article 9, 20, 21, 25,</b><br/> <b>PSHE3.13 know there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) tolerance</b><br/> <b>Friendships</b><br/> PSHE3.16 know the importance of friendships and how to build positive friendships and how positive friendships support wellbeing<br/> PSHE3.17 know the importance of seeking support if feeling lonely or excluded<br/> PSHE3.18 know what it means to 'know someone online' and how this differs from face to face and risks of communicating online with others not known face-to-face<br/> <b>Managing Hurtful Behaviour and Bullying Article 14, 30</b><br/> PSHE3.19 know about the impact of bullying both online and offline, and the consequences of hurtful behaviour <b>rule of law, mutual respect and tolerance</b><br/> <b>Economic Wellbeing: Aspirations, Work and Career Article 26</b><br/> PSHE3.28 know positive things about themselves and their achievements; set goals to help achieve personal outcomes <b>individual liberty and mutual respect</b><br/> <b>Safe Relationships Article 16, 17</b><br/> PSHE3.21 know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret<br/> PSHE3.22 know about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p><b>Taught as part of the enquiry:</b><br/> <b>Ourselves, Growing and Changing Article 7, 8, 14,</b><br/> <b>PSHE3.6 know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) mutual respect (all protected characteristics)</b></p> | <p><b>Taught discretely:</b><br/> <b>Families and Close Positive Relationships</b><br/> <b>PSHE3.14 know that marriage and civil partnership are a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</b><br/> <b>PSHE3.15 know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</b><br/> <b>Safe Relationships Article 16</b><br/> PSHE3.20 know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) <b>rule of law</b><br/> <b>Media Literacy and Digital Resilience Article 17</b><br/> PSHE3.25 know ways in which the internet and social media can be used both positively and negatively<br/> <b>Ourselves, Growing and Changing Article 2, 12, 14</b><br/> PSHE3.7 know how to manage setbacks/ perceived failures and how to re-frame unhelpful thinking<br/> <b>PSHE3.8 know that some for some people gender identity does not correspond with biological sex (sex and gender reassignment) mutual respect</b><br/> <b>Economic Wellbeing: Aspirations, Work and Career Article 26</b><br/> PSHE3.29 know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life <b>individual liberty and mutual respect</b><br/> <b>Economic Wellbeing: Money Article 26</b><br/> PSHE3.26 know about the different ways to pay for things and the choices people have about this<br/> PSHE3.27 know that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p><b>Taught as part of the enquiry:</b><br/> <b>Communities Article 2, 12, 14, 15, 23</b><br/> <b>PSHE3.24 know about the different groups that make up their community; what living in a community means mutual respect</b></p> | <p><b>Taught discretely:</b><br/> <b>Healthy Lifestyles Article 6, 27</b><br/> PSHE3.1 know how to make informed decisions about health<br/> PSHE3.2 know the elements of a balanced, healthy lifestyle<br/> PSHE3.3 know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it<br/> <b>Mental Health</b><br/> PSHE3.4 know every day things can effect feelings and the importance of expressing feelings <b>individual liberty</b><br/> PSHE3.5 know that mental health, just like physical health, is part of daily life and the importance of taking care of mental health<br/> <b>Keeping Safe Article 16, 33, 34, 35, 36</b><br/> PSHE3.9 know reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming <b>rule of law</b><br/> PSHE3.10 know the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)<br/> PSHE3.11 know how to predict, assess and manage risk in different situations<br/> <b>Drugs, Alcohol &amp; Tobacco Article 33</b><br/> PSHE3.12 know the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) and their impact on health; recognize that drug use can become a habit which can be difficult to break<br/> <b>Shared Responsibilities Article 40, 41</b><br/> PSHE3.23 know reasons for rules and laws; consequences of not adhering to rules and laws <b>mutual respect</b></p> |

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|  | <p><b>Rationale &amp; Links</b></p> | <p><b>Current Knowledge:</b> The children come from our two infants schools, therefore we focus at the beginning of Autumn term to establish strong friendships and safe relationships at Kirkstead Junior Academy. As part of the children’s enquiry, the children will learn about what defines a culture, when learning about personal identity and what contributes to who we are.</p> <p><b>Previous Knowledge:</b> Children build upon their knowledge of safe relationships in Y2, when they learn there are situations when they should ask for permission and also when their permission should be sought. In Y2, children know basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe. Throughout KS1, the children will have learnt about being respectful, which will support them with the</p> <p><b>Subsequent Knowledge:</b> The children build upon their knowledge of knowing when is appropriate to keep and share secrets, in Y4 when the children learn about seeking and giving permission (consent) in different situations.</p> <p><b>Other subject links:</b> The children will be learning about how to be safe on the internet therefore online relationships are purposefully revisited in PSHE.</p> | <p><b>Current Knowledge:</b> As part of the enquiry, the children will know about the different groups that make up their community; what living in a community means through the lens of the stone/ bronze/ iron age. The school is in the 20% most deprived areas for training, skills and education, there it is essential our curriculum widen horizons and open prospects. We want our children to gain the best possible knowledge and experiences so they have many doors open to them and opportunities to choose their future careers. It is important that that we expose our children to the protected characteristics to mitigate any inherent prejudices they may have.</p> <p><b>Previous Knowledge:</b> In Y2, children know that it is important to tell a trusted adult if something about their family makes them worried or unhappy.</p> <p><b>Subsequent Knowledge:</b> Children build upon their knowledge of gender, when learning about the external genitalia and internal reproductive organs in males and females and how puberty relates to human reproduction (sex and gender reassignment).</p> <p><b>Other subject links:</b> Within the historical context of the Stone age the children will learn about the roles and responsibilities of families today.</p> | <p><b>Current Knowledge:</b> The school is placed in the 20% most deprived areas in the domain of health deprivation and disability, this makes work around leading a healthy lifestyle of particular importance. We know that many of our children will be out in the community during the summer holidays, therefore it is importance that we arm our children with the knowledge and skills to keep themselves safe and be resilient.</p> <p><b>Previous Knowledge:</b> In Y2, the children learn about the adults that can support them to be physically healthy and what can affect their mental health.</p> <p><b>Subsequent Knowledge:</b> In Y4, the children begin to build a bank of strategies that can support positive physical and mental health.</p> <p><b>Other subject links:</b> Understanding the importance of exercise on a persons physical and mental health is revisited at timely interval throughout the PE curriculum. During the Spring Term in Y3, the children study SB3.1 know that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat - therefore they can revisit this knowledge as part of a healthy lifestyle. The children will revisit the theme of online safety, that they have studied in computing in the Autumn term, we purposefully revisit the knowledge at the end of the year in preparation for the Summer holidays and Year 4. Banksy’s destruction of his own art has been taken to explore the concept of respect. We discuss the political statements Banksy stands for and this links to British Values. (Rule of law – graffiti, asylum seekers – tolerance). Bob and Roberta Smith has been selected to some the concept that art can be used to make a statement, challenge and protest.</p> |
|  | <p><b>Vehicle</b></p>               | <p><b>Enhancer/ Discrete</b></p>  | <p><b>Enhancer/ Discrete</b></p>   | <p><b>Enhancer/ Discrete</b></p>  |
|  | <p><b>End Points</b></p>            | <p>Recall the knowledge specified within the KCPDs for Year 3 <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Discuss different types of relationships <b>class discussions, lesson design, curriculum books, pupil interviews</b></p>   | <p>Recall the knowledge specified within the KCPDs for Year 3 <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Understand different forms of consent <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Understand how the internet and social media can be used positively and negatively <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Describe the sorts of skills people need to do different jobs <b>class discussions, lesson design, curriculum books, pupil interviews</b></p>  | <p>Recall the knowledge specified within the KCPDs for Year 3 <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Describe what germs do and how to minimise harm <b>class discussions, lesson design, curriculum books, pupil interviews</b></p> <p>Identify effects and impacts of common legal drugs e.g. smoking, alcohol <b>class discussions, lesson design, curriculum books, pupil interviews</b></p>  |

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| Year 4 | Term  | Autumn   | Spring  | Summer  |
|        | Enquiry Question  | Do we water or does water need us?   | What can we learn from what has been left behind?   | Is it better to create or destroy?  |
|        | Strands   | Ourselves, Growing and Changing<br>Healthy Lifestyles<br>Communities<br>Friendships<br>Respecting Self and Other<br>Shared Responsibilities<br>Keeping Safe  | Friendships<br>Mental Health<br>Families and Close Positive Relationships<br>Ourselves, Growing and Changing  | Healthy lifestyles<br>Media literacy and digital resilience<br>Economic wellbeing: money<br>Economic welling: aspirations and career<br>Safe relationships<br>Keeping Safe<br>Drugs, alcohol and tobacco  |
|        | <b>KKPDS &amp; content choices</b><br><br>Threads<br>Relationships and sex education (RSE) and health education<br>Protected Characteristics<br>British Values<br>Character Education<br>E-safety<br>Keeping Safe<br>Rights<br>Respecting Schools | <p>Taught discretely:<br/> <b>Ourselves, Growing and Changing</b><br/> <b>PSHE4.6 know their personal strengths, skills, achievements and interests and how these contribute to a sense-worth individual liberty</b><br/> <b>Healthy Lifestyles Article 6, 27,</b><br/> <b>PSHE4.2 know how to recognise that habits can have both positive and negative effects on a healthy lifestyle</b><br/> <b>PSHE4.3 know about what good physical health means; how to recognise early signs of physical illness</b><br/> <b>Friendships</b><br/>           PSHE4.15 know strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others <b>individual liberty</b><br/> <b>Respecting Self and Others Article 14, 30</b><br/> <u>PSHE4.19 know that personal behaviour can affect other people; to recognise and model respectful behaviour online</u> <b>mutual respect and rule of law</b><br/> <b>Shared Responsibility Article 2, 3, 4,</b><br/> <b>PSHE4.20 know there are human rights which are there to protect everyone tolerance</b><br/> <b>Communities Article 14, 15</b><br/> <b>PSHE4.21 know the different contributions that people and groups make to the community</b></p> <p>Taught as part of the enquiry:<br/> <b>Keeping Safe Article 16, 17</b><br/>           PSHE4.10 know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> | <p>Taught discretely:<br/> <b>Friendships Article 2</b><br/>           PSHE4.14 know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them<br/> <b>Mental Health Article 31</b><br/>           PSHE4.4 know that feelings can change over time in range and intensity<br/>           PSHE4.5 know strategies and behaviours to support mental health - including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing <b>mutual respect</b><br/> <b>Families and Close Positive Relationships Article 9, 10, 18, 20, 21,</b><br/> <b>PSHE4.12 to know people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart individual liberty</b><br/> <b>PSHE4.13 know that a feature of positive family life is caring relationships; about the different ways in which people care for one another</b><br/> <b>Ourselves, Growing and Changing</b><br/> <b>PSHE4.7 know the external genitalia and internal reproductive organs in males and females and how puberty relates to human reproduction (sex and gender reassignment)</b><br/>           PSHE4.8 know about physical and emotional changes that happen when approaching and during <b>puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</b></p> | <p>Taught discretely:<br/> <b>Healthy Lifestyles Article 24, 27</b><br/>           PSHE4.1 know about choices that support a healthy lifestyle, and recognise what might influence these<br/> <b>Media Literacy and Digital Resilience Article 16</b><br/>           PSHE4.22 know about some of the different ways information and data is shared and used online, including for commercial purposes <b>rule of law</b><br/>           PSHE4.23 know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results<br/> <b>Economic Wellbeing: Money Article 26</b><br/>           PSHE4.24 know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)<br/>           PSHE4.25 know that people make spending decisions based on priorities, needs<br/> <b>Economic Wellbeing: Aspirations, Work and Career Article 26</b><br/> <b>PSHE4.26 know about stereotypes in the workplace and that a person's career aspirations should not be limited by them (all protected characteristics) individual liberty</b><br/> <b>PSHE4.27 know about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) (all protected characteristics) individual liberty</b><br/> <b>Safe Relationships Article 19, 34, 35, 36</b><br/>           PSHE4.16 know about seeking and giving permission (consent) in different situations <b>mutual respect and rule of law</b><br/>           PSHE4.17 know different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact<br/>           PSHE4.18 know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know)<br/> <b>Keeping Safe - Article 27</b><br/>           PSHE4.9 know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe<br/> <b>Drugs, Alcohol and Tobacco Article 33</b><br/>           PSHE4.11 know that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others <b>rule of law</b></p> |

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|  | <p><b>Rationale &amp; Links</b></p> | <p><b>Current Knowledge:</b> As part of the enquiry, the children will learn how to keep safe in the local environment, with a particular focus of water safety. We are relentless in our drive to ensure that all of our children treat everyone with respect and tolerance, with a particular focus on character education. The school is placed in the 20% most deprived areas in the domain of health deprivation and disability, this makes work around leading a healthy lifestyle of particular importance.</p> <p><b>Previous Knowledge:</b> The children focus on protected characteristics, when they learn about theirs and their peers personal identity.</p> <p><b>Subsequent Knowledge:</b> They children expand on their knowledge of protected characteristics, in Y5, when they learn about sexual orientation and different respectful relationships.</p> <p><b>Other subject links:</b> The benefits of keeping active is knowledge that is revisited in each PE lesson. During the Spring term, the children will focus on teeth and how to look after these and recognise early signs of deterioration. Online safety and relationships is taught discretely in computing at the beginning of the Autumn term and then revisited as part of internet safety day in the Spring term.</p> | <p><b>Current Knowledge:</b> We teach the protected characteristics as part of our PSHE curriculum to give children the knowledge to protect them from any extremist views they may encounter, now or later in their lives.</p> <p><b>Previous Knowledge:</b> In Y3, the children learn the importance of friendships, when the children learn about the importance of friendships and how to build positive friendships and how positive friendships support wellbeing.</p> <p><b>Subsequent Knowledge:</b> The children build upon their knowledge of friendships in Y5, when they learn what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</p> <p><b>Other subject links:</b> The benefits of keeping active is knowledge that is revisited in each PE lesson, including the children’s mental health. Being part of the community and promoting school clubs in something that the children are actively encouraged to do (give examples of sports clubs)The children begin to learn about the changes that happen on their body through RSHE, this is then revisited as part of the Science learning in Y5.</p> | <p><b>Current Knowledge:</b> The school is in the 20% most deprived areas for training, skills and education, there it is essential our curriculum widen horizons and open prospects. We want our children to gain the best possible knowledge and experiences so they have many doors open to them and opportunities to choose their future careers.</p> <p><b>Previous Knowledge:</b> We introduce the concept of consent from the very beginning of their time at PVA (e.g we ask permission to take objects from each other) and it is taught explicitly in Y5.</p> <p><b>Subsequent Knowledge:</b> The concept of consent is revisited in Y5, when earn about safe relationships, when the children learn how to recognise pressure from others to do something unsafe or that makes them feel.</p> <p><b>Other subject links:</b> During PE lessons, the children build upon the knowledge acquired in PSHE, where the children learn about the importance of exercise on a persons physical and metal health is revisited at timely interval throughout the PE curriculum.</p> |
|  | <p><b>Vehicle</b></p>               | <p><b>Enhancer/ Discrete</b></p>   | <p><b>Enhancer/ Discrete</b></p>  | <p><b>Enhancer/ Discrete</b></p>  |
|  | <p><b>End Points</b></p>            | <p>Recall the knowledge specified within the KKPDs for Year 4 class discussions, lesson design, curriculum books, pupil interviews</p> <p>Explain the different contributions that people and groups make to the community class discussions, lesson design, curriculum books, pupil interviews</p>  | <p>Recall the knowledge specified within the KKPDs for Year 4 class discussions, lesson design, curriculum books, pupil interviews</p> <p>Explain the importance of commitment in a relationship class discussions, lesson design, curriculum books, pupil interviews</p> <p>Describe changes during puberty and function of reproductive organs class discussions, lesson design, curriculum books, pupil interviews</p>   | <p>Recall the knowledge specified within the KKPDs for Year 4 class discussions, lesson design, curriculum books, pupil interviews</p> <p>Identify several things that influence what people eat class discussions, lesson design, curriculum books, pupil interviews</p> <p>Name some ways information can be shared and used and basic ways to assess information class discussions, lesson design, curriculum books, pupil interviews</p> <p>Understand some ways spending decisions affect others class discussions, lesson design, curriculum books, pupil interviews</p> <p>Discuss assumptions and stereotypes related to jobs class discussions, lesson design, curriculum books, pupil interviews</p>  |

| Term  | Autumn   | Spring  | Summer  |
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| Enquiry Question  | Am I too small to make a difference?   | Do invasions always result in change?   | How does art change perspectives and opinions?  |
| Strands   | <p>Ourselves, Growing and Changing Families and Close Positive Relationships<br/>Communities<br/>Keeping Safe<br/>Families and close positive relationships<br/>Friendships<br/>Managing Hurtful behaviour and bullying<br/>Safe relationships<br/>Healthy Lifestyles</p>  | <p>Mental Health<br/>Ourselves, Growing and Changing<br/>Keeping Safe<br/>Drugs Alcohol and Tobacco<br/>Healthy Lifestyles<br/>Mental Health<br/>Drugs, Alcohol Tobacco<br/>Digital literacy and digital resilience</p>   | <p>Economic Wellbeing: Money<br/>Economic Wellbeing: Aspirations, Work and Carer<br/>Respecting self and others<br/>Shared responsibilities</p>   |
| <p><b>Year 5</b></p> <p><b>KKPDS &amp; content choices</b></p> <p><b>Threads</b></p> <p>Relationships and sex education (RSE) and health education<br/>Protected Characteristics<br/>British Values<br/>Character Education<br/>E-safety<br/>Keeping Safe<br/>Rights<br/>Respecting Schools</p> | <p>Taught discretely:<br/><b>Ourselves, Growing and Changing Article 1, 7, 8,</b><br/><b>PSHE5.8 know their individuality and personal qualities individual liberty</b><br/><b>Families and Close Positive Relationships Article 2, 14, 15, 23</b><br/><b>PSHE5.14 know that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different (sex, sexual orientation, gender reassignment)</b><br/><b>Communities</b><br/><b>PSHE5.24 know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</b><br/><b>Keeping Safe Article 16</b><br/>PSHE5.10 know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact<br/><b>Families and Close Positive Relationships Article 10, 20, 21, 25</b><br/><b>PSHE5.15 know that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability (sex, gender reassignment)</b><br/><b>Friendships</b><br/>PSHE5.16 know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships <b>tolerance and mutual respect</b><br/>PSHE5.17 know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely uncomfortable and strategies for managing this<br/><b>Managing Hurtful Behaviour and Bullying Article 2, 14, 30</b><br/>PSHE5.18 know strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support<br/><b>Safe Relationships Article 34, 35, 36,</b><br/>PSHE5.19 know how to recognise pressure from others to do something unsafe or that makes them feel <b>rule of law</b></p> <p>Taught as part of the enquiry:<br/><b>Healthy Lifestyles Article 24</b><br/>PSHE5.1 know about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</p> | <p>Taught discretely:<br/><b>Mental Health</b><br/>PSHE5.5 know a varied vocabulary when talking about feelings and how to express them in different ways <b>individual liberty</b><br/>PSHE5.6 know strategies to respond to feelings, including intense or conflicting feelings and how to manage and respond to feelings appropriately and proportionately in different situations<br/><b>Ourselves, Growing and Changing Article 24</b><br/>PSHE5.9 know the importance of personal hygiene during puberty, the importance of keeping clean and how to maintain personal hygiene<br/><b>Keeping Safe</b><br/>PSHE5.11 know about basic first aid and dealing with common injuries<br/><b>Drugs, Alcohol and Tobacco Article 33</b><br/>PSHE5.13 know about the mixed messages in the medicine about drugs, including alcohol and smoking/vaping<br/><b>Healthy Lifestyles Article 24, 31, 33</b><br/>PSHE5.2 know how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle<br/>PSHE5.3 know how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn<br/>PSHE5.4 know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed<br/><b>Mental Health</b><br/><b>PSHE5.7 know that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult (disability)</b><br/><b>Drugs, Alcohol and Tobacco Article 33</b><br/>PSHE5.12 know why people choose to use or not use drugs (including nicotine, alcohol and medicines) <b>individual liberty</b><br/><b>Media Literacy and Digital Resilience Article 16, 17</b><br/>PSHE5.25 know things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images <b>rule of law</b><br/>PSHE5.26 know how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> | <p>Taught discretely:<br/><b>Economic Wellbeing: Money Article 26</b><br/>PSHE5.27 know different ways to keep track of money<br/>PSHE5.28 know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe<br/><b>Economic Wellbeing: Aspirations, Work and Career</b><br/>PSHE5.29 know some of the skills that will help them in their future careers (e.g. teamwork, communication and negotiation)<br/>PSHE5.30 know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid <b>individual liberty and democracy</b></p> <p>Taught as part of the enquiry:<br/><b>Respecting Self and Others Article 2, 3, 7, 8, 13, 14, 30</b><br/><b>PSHE5.20 know the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</b><br/><b>PSHE5.21 know how to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own (race and religion) tolerance</b><br/><b>Shared Responsibilities Article 3, 4, 14,</b><br/><b>PSHE5.22 know about the relationship between rights and responsibilities rule of law, tolerance</b><br/><b>PSHE5.23 know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others rule of law, tolerance</b></p> |

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|  | <p><b>Rationale &amp; Links</b></p> | <p><b>Current Knowledge:</b> As part of the children's enquiry, the children will be making a healthy Brazilian stew, as part of this the children will learn about what constitutes a healthy lifestyle. We teach the protected characteristics as part of our RSHE curriculum to give children the knowledge to protect them from any extremist views they may encounter, now or later in their lives. We revisit the friendships as the children move through school. In Y5, the children revisit the concept when learning about what constitutes positive healthy friendships.</p> <p><b>Previous Knowledge:</b> In Y4, the children learn that personal behaviour can affect other people; to recognise and model respectful behaviour online, during Y5 the children learn strategies to cope with hurtful behaviour. In Y4, the children will also learn know about what good physical health means.</p> <p><b>Subsequent Knowledge:</b> In Y6, Children build upon their knowledge of respectful relationships, (PSHE6.18) when learning about discrimination, what it means and how to challenge it (all protected characteristics).</p> <p><b>Other subject links:</b> Builds on the Year 3 science learning on animals and humans – healthy lifestyle / balanced diet and their learning about teeth. Understanding the importance of exercise on a person's physical and mental health is revisited at timely intervals throughout the PE curriculum. Unit revisits the online safety and relationships that is taught discretely in computing at the beginning of the Autumn term and then revisited as part of internet safety day in the Spring term.</p> | <p><b>Current Knowledge:</b> The school is placed in the 20% most deprived areas in the domain of health deprivation and disability, this makes work around leading a healthy physical and healthy lifestyles of particular importance.</p> <p><b>Previous Knowledge:</b> Children having the knowledge of healthy physical and mental lifestyles has been a golden thread throughout the PSHE curriculum.</p> <p><b>Subsequent Knowledge:</b> In Y6, the children will know how to maintain good oral hygiene (including correct brushing and flossing and know about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</p> <p><b>Other subject links:</b> Christopher Winter lessons were chosen to be delivered here as it links with the Year 5 Science unit of human development – this is delivered alongside science</p> | <p><b>Current Knowledge:</b> As part of the enquiry, the children will know the importance of self-respect and how this can affect their thoughts and feelings about themselves. Through art, the children will know the importance of having compassion towards others.</p> <p>The school is in the 20% most deprived areas for training, skills and education, there it is essential our curriculum wide horizons and open prospects. We want our children to gain the best possible knowledge and experiences so they can manage the money as they become successful citizens. Careers are studied in detail in the summer 2 to provide them with the knowledge of the aspirational careers they can achieve.</p> <p><b>Previous Knowledge:</b> This unit builds on Year 4 when the children know about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) and know that people make spending decisions based on priorities, needs.</p> <p><b>Subsequent Knowledge:</b> In Y6, the children build upon their knowledge of careers when learning, a variety of routes into careers (e.g. college, apprenticeship, university).</p> <p><b>Other subject links:</b> Children apply their knowledge of money as part of the white rose maths scheme.</p> |
|  | <p><b>Vehicle</b></p>               | <p><b>Enhancer/ Discrete</b></p>  | <p><b>Enhancer/ Discrete</b></p>   | <p><b>Enhancer/ Discrete</b></p>   |
|  | <p><b>End Points</b></p>            | <p>Recall the knowledge specified within the KCPDs for Year 5 class discussions, lesson design, curriculum books, pupil interviews</p> <p>Explain the features of positive relationships and some common ways to reconcile disputes class discussions, lesson design, curriculum books, pupil interviews</p> <p>Explain that some people are attracted to the same sex and that sex and gender are different to this class discussions, lesson design, curriculum books, pupil interviews</p>   | <p>Recall the knowledge specified within the KCPDs for Year 5 class discussions, lesson design, curriculum books, pupil interviews</p> <p>Discuss side effects of a lack of sleep on the body/mind/ behaviour class discussions, lesson design, curriculum books, pupil interviews</p> <p>Manage feelings appropriately and understand that anyone can experience mental ill health class discussions, lesson design, curriculum books, pupil interviews</p> <p>Talk about the importance of hygiene in puberty class discussions, lesson design, curriculum books, pupil interviews</p> <p>Talk about the pressure to take illegal drugs class discussions, lesson design, curriculum books, pupil interviews</p> <p>Identify things that are appropriate/not to be shared on social media class discussions, lesson design, curriculum books, pupil interviews</p>   | <p>Recall the knowledge specified within the KCPDs for Year 5 class discussions, lesson design, curriculum books, pupil interviews</p> <p>Identify that some groups of people are unfairly treated and that this is wrong. class discussions, lesson design, curriculum books, pupil interviews</p> <p>Identify a range of risks around money e.g. gambling class discussions, lesson design, curriculum books, pupil interviews</p>   |

**YEAR 6**

| Term   | Autumn  | Spring  | Summer   |
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| Enquiry Question   | How can we make the world fairer?   | Does money always buy happiness?  | Are we a product of our heritage? What makes up life's rich tapestry?  |
| Strands  | <p>Healthy lifestyles<br/>Mental Health<br/>Keeping Safe<br/>Drugs alcohol and tobacco<br/>Safe Relationships<br/>Respecting Self and Others<br/>Shared Responsibilities</p>  | <p>Managing hurtful behaviour and bullying<br/>Safe relationships<br/>Respecting self and others<br/>Economic Wellbeing: Money<br/>Communities<br/>Media literacy and digital resilience</p>  | <p>Families and Close Positive Relationships<br/>Friends<br/>Mental Health<br/>Ourselves growing and changing<br/>Families and Close Positive Relationships<br/>Economics wellbeing: money and aspiration</p>  |
| <p><b>KKPDS &amp; content choices</b></p> <p><b>Threads</b><br/>Relationships and sex education (RSE) and health education<br/>Protected Characteristics<br/>British Values<br/>Character Education<br/>E-safety<br/>Keeping Safe<br/>Parental permission needed<br/>Rights<br/>Respecting Schools</p> | <p><b>Taught discretely:</b><br/><b>Healthy Lifestyles Article 24, 31,</b><br/>PSHE6.1 to know how and when to seek support, including which safe adults to speak to in and outside school if they are worried about their health <b>individual liberty</b><br/>PSHE6.2 know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)<br/>PSHE6.3 know about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer<br/>PSHE6.4 know the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online<br/><b>Mental Health</b><br/>PSHE6.6 know the warning signs about mental health and wellbeing and how to seek support for themselves and others<br/>PSHE6.7 know about change and loss including death and how they can express and manage grief and bereavement<br/><b>Keeping Safe</b><br/>PSHE6.12 know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say<br/><b>Drugs, Alcohol and Tobacco Article 33</b><br/>PSHE6.13 know about the organisations that can support people concerning alcohol, tobacco, nicotine or other drug use; people they can talk to if they have concerns <b>tolerance and mutual respect</b><br/><b>Safe Relationships Article 32, 33, 34, 35, 36</b><br/>PSHE6.20 know where to get advice and report concerns if worried about their own or someone else's personal safety (including online)<br/><br/><b>Taught as part of enquiry:</b><br/><b>Respecting Self and Others Article 2, 14, 23, 30</b><br/>PSHE6.22 know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with <b>tolerance and democracy</b><br/><b>Shared Responsibilities Article 24, 27</b><br/>PSHE6.23 know ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> | <p><b>Taught discretely:</b><br/><b>Managing Hurtful Behaviour and Bullying Article 2, 14, 22, 23, 30</b><br/>PSHE6.18 know about discrimination, what it means and how to challenge it (all protected characteristics) <b>tolerance and individual liberty</b><br/><b>Safe Relationships Article 32, 33, 34, 35, 36</b><br/>PSHE6.20 know where to get advice and report concerns if worried about their own or someone else's personal safety (including online)<br/><b>Respecting Self and Others Article 2, 14, 22, 23, 30</b><br/>PSHE6.21 know about respecting the differences and similarities between people and recognising what they have in common with others (e.g. physically, in personality or background) (all protected characteristics)<br/>PSHE6.22 know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with <b>tolerance and democracy</b><br/><b>Economic Wellbeing: Money Article 26</b><br/>PSHE6.28 know the ways that money can impact on people's feelings and emotions<br/><b>Communities Article 2, 14, 22, 23, 30</b><br/>PSHE6.24 know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (all protected characteristics) <b>mutual respect and tolerance</b><br/>PSHE6.25 know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced (all protected characteristics)<br/><b>Media Literacy and Digital Resilience Article 16, 17</b><br/>PSHE6.26 know how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation <b>individual liberty</b><br/><br/><b>Taught as part of enquiry:</b><br/><b>Economic Wellbeing: Money Article 26</b><br/>PSHE6.28 know the ways that money can impact on people's feelings and emotions</p> | <p><b>Taught discretely:</b><br/><b>Families and Close Positive Relationships</b><br/>PSHE6.15 know if family relationships make them feel unhappy or unsafe and how to seek advice<br/><b>Friendships</b><br/>PSHE6.16 to know how friendships can change over time about making new friends and the benefits of having different types of friends<br/>PSHE6.17 know that if a friendship (online or offline) makes them feel unsafe, how to ask for support if necessary<br/><b>Mental Health Article 28, 29</b><br/>PSHE6.5 know problem-solving strategies for dealing with emotions, challenges and change, including transition to new school<br/><b>Ourselves, Growing and Changing</b><br/>PSHE6.9 know about the new opportunities and responsibilities that increasing independence may bring<br/>PSHE6.10 know about the process of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for<br/>PSHE6.11 know where to get more information, help and advice about growing, changing, especially about puberty <b>individual liberty</b><br/><b>Families and Close Positive Relationships Article 6, 24, 27</b><br/>PSHE6.14 know other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficult <b>mutual respect</b><br/><b>Economic Wellbeing: Aspirations, Work and Careers</b><br/>PSHE6.29 know the kind of job that they might like to do when they are older <b>individual liberty</b><br/>PSHE6.30 know a variety of routes into careers (e.g. college, apprenticeship, university)<br/><br/><b>Taught as part of enquiry:</b><br/><b>Ourselves, Growing and Changing Article 28, 29</b><br/>PSHE6.8 know about strategies to manage transitions between classes and key stages</p> |

|  |                                     |  |  |   |
|--|-------------------------------------|--|--|---|
|  | <p><b>Rationale &amp; Links</b></p> | <p><b>Current Knowledge:</b> As our children establish themselves as the eldest cohort in school, we need to ensure that they know how to look after themselves. The school is placed in the 20% most deprived areas in the domain of health deprivation and disability, this makes work around leading a healthy lifestyle of particular importance. As part of the enquiry, the children will debate topical issues and know ways that they have shared responsibilities for protecting the environment.</p> <p><b>Previous Knowledge:</b> This builds upon the children’s Y5 enquiry, when the children learn about deforestation and what they can do to protect the rainforest. The knowledge of drugs and medicine in Year 5 is built upon here, when the children learn, know why people choose to use or not use drugs.</p> <p><b>Subsequent Knowledge:</b> In Y7, the children will build upon their knowledge acquired in primary school when evaluating misconception, social norms and cultural views.</p> <p><b>Other subject links:</b> The circulatory system is studied in the Autumn term which enhances the knowledge about healthy lifestyles in PSHE. The benefits of keeping active is knowledge that is revisited in each PE lesson, including the children’s mental health. Understanding the importance of exercise on a person’s physical and mental health is revisited at timely intervals throughout the PE curriculum</p> | <p><b>Current Knowledge:</b> Our children are exposed to real risks through the ever-developing world of social media, therefore we will challenge children to overcome personal barriers through rich experiences which expand their knowledge of the wider society. We teach the protected characteristics as part of our PSHE curriculum to give children the knowledge to protect them from any extremist views they may encounter, now or later in their lives. We revisit the concept of friendship as the children move through school. In Y6, the children revisit the concept when leaning about how friendships can change and making new friends in preparation for transition to secondary school. The children will learn about the ways that money can impact on people’s feelings and emotions by answering the enquiry question, ‘Am too small to make a difference?’.</p> <p><b>Previous Knowledge:</b> In Y5, the children know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p> <p><b>Subsequent Knowledge:</b> In Y7, children know how to safely and responsibly form, maintain and manage positive relationships, including online.</p> <p><b>Other subject links:</b> Online safety and relationships is taught discretely in computing at the beginning of the Autumn term and then revisited as part of internet safety day in the Spring term.</p> | <p><b>Current Knowledge:</b> As part of the enquiry, the children will learn strategies to manage transitions between classes and key stages. We revisit the concept of friendship as the children move through school. In Y6, the children revisit the leaning about how friendships can change and making new friends in preparation for transition to secondary school.</p> <p><b>Previous Knowledge:</b> In Y5, the children the importance of personal hygiene during puberty, the importance of keeping clean and how to maintain personal hygiene.</p> <p><b>Subsequent Knowledge:</b> In Y7, the children will learn about strategies to manage the physical and mental changes that are a typical part of growing up.</p> <p><b>Other subject links:</b> As part of the children’s enquiry they will consider the legacy that they will leave behind which compliments their transition to secondary school. Children have studied human development in the spring term of Y5 and have knowledge of puberty through the CW lessons</p> |
|  | <p><b>Vehicle</b></p>               | <p><b>Enhancer/ Discrete</b></p>   | <p><b>Enhancer/ Discrete</b></p>   | <p><b>Enhancer/ Discrete</b></p>  |
|  | <p><b>End Points</b></p>            | <p>Recall the knowledge specified within the KKPDs for Year 6 class discussions, lesson design, curriculum books, pupil interviews</p> <p>Describe how/when to get support with health issues, mental and/or physical class discussions, lesson design, curriculum books, pupil interviews</p> <p>Anticipate things that make cause frustration or anger and ways to deal with them class discussions, lesson design, curriculum books, pupil interviews</p>   | <p>Recall the knowledge specified within the KKPDs for Year 6 class discussions, lesson design, curriculum books, pupil interviews</p> <p>Understand the term ‘discrimination’ and give an example. class discussions, lesson design, curriculum books, pupil interviews</p> <p>Describe stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes class discussions, lesson design, curriculum books, pupil interviews</p>   | <p>Recall the knowledge specified within the KKPDs for Year 6 class discussions, lesson design, curriculum books, pupil interviews</p> <p>Discuss how relationships can change over time class discussions, lesson design, curriculum books, pupil interviews</p> <p>Talk about the process of reproduction and birth class discussions, lesson design, curriculum books, pupil interviews</p> <p>Identify a wide range of routes into careers and the + and – of different jobs class discussions, lesson design, curriculum books, pupil interviews</p>   |

**Key**

RE

PSHE

Science

Art

Computing

Design and Technology

Geography

History

Modern Foreign Languages

Music

PE

## Appendix 2: By the end of primary school pupils should know

| TOPIC                               | PUPILS SHOULD KNOW   |
|-------------------------------------|--|
| Families and people who care for me | <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care</li> <li>• That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up</li> <li>• That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>   |
| Caring friendships                  | <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships</li> <li>• That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened</li> <li>• About managing conflict with kindness and respect, and that violence is never right</li> <li>• How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed</li> </ul>   |
| Respectful, kind relationships      | <ul style="list-style-type: none"> <li>• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated</li> <li>• The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults</li> <li>• How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration</li> <li>• That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs</li> <li>• The practical steps they can take in a range of different contexts to improve or support their relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity</li> <li>• Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype</li> </ul> |

| TOPIC                       | PUPILS SHOULD KNOW  |
|-----------------------------|---|
| Online safety and awareness | <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults</li> <li>• That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online</li> <li>• How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online, including where pictures or words might be circulated</li> <li>• Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up</li> <li>• That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online</li> </ul> |
| Being safe                  | <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example</li> <li>• About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know</li> <li>• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust</li> <li>• How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice, for example from their family, school and/or other sources</li> </ul>   |

### Appendix 3: Parent/carer form requesting their child’s withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS/CARERS  |  |       |  |
|--|--|-------|--|
| Name of child  |  | Class |  |
| Name of parent/carer   |  | Date  |  |
| Reason for withdrawing from sex education within relationships and sex education |  |       |  |
|  |  |       |  |
| Any other information you would like the school to consider                      |  |       |  |
|  |  |       |  |
| Parent/carer signature   |  |       |  |

| TO BE COMPLETED BY THE SCHOOL                      |   |
|--|---|
| Agreed actions from discussion with parents/carers | <p>Include notes from discussions with parents/carers and agreed actions taken.</p> <p>E.g: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the year 5 classroom</p> |
|  |   |