



"Where children are at the heart of every decision to inspire brighter futures"

Girnhill Infant School

Relationships and Sex Education Policy

Start Date: September 2020
Review Date: September 2023

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1. Aims

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

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

2. Statutory requirements

As an academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not 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 which would include the elements of sex education contained in the Science curriculum. For Key Stage One children this only includes the following:

Animals, including humans
Statutory requirements Pupils should be taught to: <ul style="list-style-type: none">▪ notice that animals, including humans, have offspring which grow into adults▪ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)▪ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Notes and guidance (non-statutory) Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.
Notes and guidance (non-statutory) The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Girnhill Infant School, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with *Governors*, staff and parents. 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. Governor consultation - the Local Monitoring Council were given the opportunity to look at the policy and make recommendations prior to consultation with other stakeholders
3. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation - parents and any interested parties were given the opportunity to look at the policy and ask any questions
5. Ratification - once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils. At infant school level, it involves learning about relationships, 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

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online or from unreliable sources.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught as part of our Wellbeing and Values curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

Physical Development: Health and self-care			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
	<ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. 	<ul style="list-style-type: none"> Acknowledge and encourage children's efforts to manage their personal needs, and to use and return resources appropriately. Promote health awareness by talking with children about exercise, its effect on their bodies and the positive contribution it can make to their health. Be sensitive to varying family expectations and life patterns when encouraging thinking about health. Discuss with children why they get hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler. 	<ul style="list-style-type: none"> Plan opportunities, particularly after exercise, for children to talk about how their bodies feel. Find ways to involve children so that they are all able to be active in ways that interest them and match their health and ability.
40-60+ months	<p>Early Learning Goal</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>		

Year 1

Animals, including humans

Statutory requirements
<ul style="list-style-type: none"> describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

Animals, including humans

Statutory requirements
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Religious Education

Reception Year

<p>Understanding the World</p> <ul style="list-style-type: none"> • Children talk about similarities and differences between themselves and others, among families, communities and traditions • They begin to know about their own cultures and beliefs and those of other people • They explore, observe and find out about places and objects that matter in different cultures and beliefs.

Strands:	Foundation Stage: Discovering the world
Believing	F1 Which stories are special and why?
	F2 Which people are special and why?
Expressing	F3 Which places are special and why?
	F4 Which times are special and why?
Living	F5 Where do we belong?
	F6 What is special about our world and why?

Key Stage 1

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of cooperation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

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

- ✚ > Families and people who care for me
- ✚ > Caring friendships
- ✚ > Respectful relationships
- ✚ > Online relationships
- ✚ > Being safe

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Health Education aims to provide children with the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

- ✚ Mental wellbeing
- ✚ Internet safety and harms
- ✚ Physical health and fitness
- ✚ Healthy eating
- ✚ Health and prevention
- ✚ Basic first aid
- ✚ Changing adolescent body

7. Roles and responsibilities

7.1 The governing board (Local Monitoring Council)

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

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Using accurate Scientific vocabulary when teaching Science

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.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

As an infant school, we only offer statutory RSE education. Therefore, parents do not have the right to withdraw from the curriculum we offer for RSE.

9. Training

Staff are trained on the delivery of RSE as part our continuing professional development calendar.

10. Monitoring arrangements

The delivery of RSE is monitored by Leah Robinson through:

Learning walks, pupil and staff feedback, planning and monitoring

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

This policy will be reviewed by Jane Littlewood (Headteacher) every three years. At every review, the policy will be approved by the governing body.

The content of this curriculum is divided into terms, however this is for a guide only; content can be taught in any order in response to the needs of the cohort.

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Online Safety	<p>Self-image and identity</p> <p>I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.</p> <p>I can explain how this could be either in real life or online.</p> <p>Online reputation</p> <p>I can identify ways that I can put information on the internet.</p> <p>Suggested resources: Lee and Kim's Adventure Smartie the Penguin</p>	<p>Online bullying (Anti-Bullying week)</p> <p>I can describe ways that some people can be unkind online.</p> <p>I can offer examples of how this can make others feel.</p> <p>Online relationships</p> <p>I can recognise some ways in which the internet can be used to communicate.</p> <p>I can give examples of how I (might) use technology to communicate with people I know.</p>	<p>SAFETY THEME WEEK</p> <p>Use technology safely and respectfully, keeping personal information private.</p> <p>Identify where to go for help and support about content.</p> <p>Suggested resources: Lee and Kim's Adventure Smartie the Penguin</p>	<p>Managing online information</p> <p>I can talk about how I can use the internet to find things out.</p> <p>I can identify devices I could use to access information on the internet.</p>	<p>Privacy and Security</p> <p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>I can describe the people I can trust and can share this with; I can explain why I can trust them.</p>	<p>Health, well-being and lifestyle</p> <p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>I can give some simple examples.</p> <p>Copyright and ownership</p> <p>I know that work I create belongs to me.</p> <p>I can name my work so that others know it belongs to me.</p>

<p>Year 1</p>	<p>Online Safety</p>	<p>Self-image and identity</p> <p>I can recognise that there may be people online who could make me feel sad, embarrassed or upset.</p> <p>If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.</p> <p>I can describe what information I should not put online without asking a trusted adult first.</p> <p>Suggested resources: Lee and Kim's Adventure Hector's World Smartie the Penguin</p>	<p>Online bullying (Anti-Bullying Week)</p> <p>I can describe how to behave online in ways that do not upset others and can give examples.</p> <p>Online relationships</p> <p>I can use the internet with adult support to communicate with people I know.</p> <p>I can explain why it is important to be considerate and kind to people online.</p> <p>Suggested resources: Lee and Kim's Adventure Hector's World</p>	<p>SAFETY THEME WEEK</p> <p>Use technology safely and respectfully, keeping personal information private.</p> <p>If something happens that makes me feel sad, worried, uncomfortable or frightened</p> <p>I can give examples of when and how to speak to an adult I can trust.</p> <p>I can describe what information I should not put online without asking a trusted adult first</p> <p>Identify where to go for help and support about content.</p> <p>Use technology to purposefully create digital content.</p> <p>Online reputation</p> <p>I can recognise that information can stay online and could be copied.</p>	<p>Managing online information</p> <p>I can use the internet to find things out.</p> <p>I can use simple keywords in search engines.</p> <p>I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable, worried or frightened.</p> <p>Suggested resources: Smartie the Penguin</p>	<p>Privacy and Security</p> <p>I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).</p> <p>I can explain why I should always ask a trusted adult before I share any information about myself online.</p> <p>I can explain how passwords can be used to protect information and devices.</p> <p>Suggested resources: Smartie the Penguin</p>	<p>Health, well-being and lifestyle</p> <p>I can explain rules to keep us safe when we are using technology both in and beyond the home.</p> <p>I can give examples of some of these rules.</p> <p>Copyright and ownership</p> <p>I can explain why work I create using technology belongs to me.</p> <p>I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it').</p> <p>I can save my work so that others know it belongs to me (e.g. filename, name on content).</p>
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<p>Year 2</p>	<p>Online Safety</p>	<p>Self-image and identity</p> <p>I can give examples of issues online that might make me feel sad, Worried, uncomfortable or frightened; I can give examples of how I might get help.</p> <p>I can explain how other people's identity online can be different to their identity in real life.</p> <p>I can describe ways in which people might make themselves look different online.</p> <p>Suggested resources: Lee and Kim's Adventure World Hector's Smartie the Penguin</p>	<p>Online bullying (Anti-Bullying Week)</p> <p>I can describe how to behave online in ways that do not upset others and can give examples.</p> <p>I can give examples of bullying behaviour and how it could look online.</p> <p>I understand how bullying can make someone feel.</p> <p>I can talk about how someone can/would get help about being bullied online or offline.</p> <p>Online relationships</p> <p>I can use the internet to communicate with people I don't know well (e.g. another school / country).</p> <p>I can give examples of how I (might) use technology to communicate with others I don't know well.</p>	<p>SAFETY THEME WEEK</p> <p>Use technology safely and respectfully, keeping personal information private.</p> <p>Identify where to go for help and support about content or contact on the Internet or other online technologies.</p> <p>Use technology to purposefully create, store, manipulate and retrieve digital content.</p> <p>Online reputation</p> <p>I can explain how information put online about me can last for a long time.</p> <p>Suggested resources: Lee and Kim's Adventure Dingle the Rabbit</p>	<p>Managing online information</p> <p>I can use keywords in search engines.</p> <p>I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</p> <p>I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).</p> <p>I can explain the difference between things that are imaginary, 'made up', or 'make believe' and things that are 'true' or 'real'.</p> <p>I can explain why some information I find online may not be true.</p>	<p>Privacy and Security</p> <p>I can describe how online information about me could be seen by others.</p> <p>I can describe and explain some rules for keeping my information private.</p> <p>I can explain what passwords are and can use passwords</p> <p>I can explain how many devices in my home could be connected to the internet and can list some of those devices.</p> <p>Health, well-being and lifestyle</p> <p>I can explain simple guidance for using technology in different environments and settings.</p> <p>I can say how those rules / guides can help me.</p>	<p>Copyright and ownership</p> <p>I can describe why other people's work belongs to them.</p> <p>I can recognise that content on the internet may belong to other people.</p>
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Physical Health and fitness including healthy eating (science)

<p align="center">Early Years</p> <p align="center">Early Learning Goal</p> <p align="center"><i>Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</i></p>	<p align="center">Year 1</p> <p align="center">Science - Animals including Humans</p> <p align="center"><i>Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense.</i></p>	<p align="center">Year 2</p> <p align="center">Science - Animals including Humans</p> <p align="center"><i>Science: To know the basic needs of animals including humans (water, food, air)</i></p>
<p>We should eat different foods to keep our bodies working healthily</p> <p>We need exercise to stay healthy.</p>	<p>Knowledge from previous year plus:</p> <p>What foods are good for us and why.</p>	<p>Knowledge from previous year plus:</p> <p>What constitutes as a healthy diet.</p>
<p align="center">How sport and exercise makes us feel happy inside and out.</p>		

Changing Adolescent Body (science)

<p align="center">Early Years</p>	<p align="center">Year 1</p>	<p align="center">Year 2</p>
<p>When we grow up we change how we look.</p>	<p>Science: Animals including Humans</p> <p><i>To know the names of basic parts of the human body and explain which part of the body is associated with each sense.</i></p>	<p>Science: Animals including Humans</p> <p><i>To know that animals, including humans have off spring which grow into adults.</i></p>

Health and Prevention

<p align="center">Early Years</p>	<p align="center">Year 1</p>	<p align="center">Year 2</p>
<p>Sometimes we feel unwell and the reasons why this happens.</p> <p>That we keep safe in the sun and we must wear a sun hat and sun protection.</p>	<p>Knowledge from previous year plus:</p> <p>To know about good oral hygiene and basic hygiene including hand washing to prevent spreading germs.</p> <p>To know about dental health and the benefits of good oral hygiene including regular check-ups at the dentist.</p>	<p>Knowledge from previous year plus:</p> <p>To know about personal hygiene and germs including bacteria, viruses, how they spread and the importance of hand washing.</p>

Basic First Aid		
Early Years	Year 1	Year 2
To know about people who can help us outside of our families. Who do we call in an emergency?	Knowledge from previous year plus: How to make a call to emergency services if needed.	

Social and Emotional Aspects of Learning

At Girnhill Infant School we engage children in developing an understanding of positive relationships through our wellbeing and values curriculum.

Month	Wellbeing Topic	Key Text Cycle 1	Key Text Cycle 2	Value of the Month
September	<p>Change/Transition</p> <p><i>Key Question</i> - Is change positive?</p> <p><i>Learning Outcomes</i></p> <ul style="list-style-type: none"> - To understand how change can be positive - To know strategies to cope with change - To know that change has to happen in life in order for us to grow and develop 	Dear Teacher		<p>Respect</p> <p><i>Is a positive feeling or action shown towards someone or something that is important to you.</i></p> <p>Respectful relationships</p> <p><i>What does having respect for myself mean?</i></p> <p><i>Is it ok to look different or to like different things?</i></p> <p><i>Is it ok for our families to look different?</i></p> <p><i>What makes us different?</i></p> <p><i>Why is it important to be respectful others differences?</i></p> <p><i>What is the difference between bullying and falling out?</i></p>
<p>RSE curriculum links</p> <p>Respectful relationships</p> <p>Online relationships</p>				

<p>October</p>	<p style="text-align: center;">Self Esteem and Confidence</p> <p><i>Key Question</i> - What does confidence look like? <i>Learning Outcomes</i></p> <ul style="list-style-type: none"> - To understand what self-esteem and confidence is - To know what an aspiration is - To consider own goals and targets 	<p>Giraffe's Can't Dance</p>	<p>What I like about me</p>	<p style="text-align: center;">Aspiration</p> <p><i>A strong need or desire to achieve something.</i> <i>What is an aspiration?</i> <i>What do you want to accomplish? How could you accomplish it?</i> <i>Is it better to work together to achieve goals and aspirations or on our own?</i></p>
<p>RSE curriculum links Respectful relationships</p>				
<p>November</p>	<p style="text-align: center;">Resilience</p> <p><i>Key Question</i> - What does determination look like? <i>Learning Outcomes</i></p> <ul style="list-style-type: none"> - To understand what resilience is - To be able to demonstrate how to bounce back even with adversities - To understand how to be determined to overcome barriers 	<p>The girl who never made a mistake</p>	<p style="text-align: center;">Determination</p> <p><i>Having a firm goal or aim that you work hard to achieve.</i> <i>When have you been determined to achieve a goal?</i> <i>What did you do? How did you do it?</i> <i>Does setting goals always have to be about being achieving something?</i></p>	
<p>RSE curriculum links Being safe Respectful relationships</p>				
<p>December</p>	<p style="text-align: center;">Healthy Relationships</p> <p><i>Key Question</i> - What are the qualities of a healthy relationship? <i>Learning Outcomes</i></p> <ul style="list-style-type: none"> - To understand what trust is. - To identify a 'safety network'. - To identify who we can trust in school. - To establish the qualities of a healthy relationship. 	<p>My Body What I say Goes</p>	<p>No means No!</p>	<p style="text-align: center;">Trust</p> <p><i>Believing in someone to always be there for you and to keep you safe.</i></p> <p><i>Should I trust myself?</i> <i>Who can we trust?</i> <i>Who do I trust at home?</i> <i>Who do I trust at school?</i> <i>Why do we need trust?</i> <i>What do I do if I feel unsafe?</i> <i>Should I keep a secret?</i></p>

				<p><i>Should I trust someone I do not know? Are all families the same? Is it okay if some families are different? Why are friendships important? Who is in your circle of trust? Is it okay if friends sometimes fall out?</i></p>
<p>RSE curriculum links Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe</p>				
January	<p>Concentration <i>Key Question</i> - Does concentration help us to learn more? <i>Learning Outcomes</i> - To understand the benefits of concentrating - To understand how we can help ourselves to concentrate better</p>	<p>This Morning Sam went to Mars</p>	<p>What were you thinking?</p>	<p>Patience <i>Being able to calmly put up with a frustration, problem or a trouble and being able to wait your turn.</i> <i>Why is it important to have patience? Tell me about a time you demonstrated patience.</i></p>
<p>RSE curriculum links Caring friendships Respectful relationships</p>				
February	<p>Mindfulness <i>Key Question</i> - How can we be more mindful in everyday life? <i>Learning Outcomes</i> -To understand what mindfulness is -To understand what we can do to be more mindful</p>	<p>A world of Pausabilities</p>	<p>Crab and Whale</p>	<p>Thoughtfulness <i>To be considerate and understanding of others and their needs.</i> <i>What does it mean to be thoughtful? Tell me a time when you have been thoughtful. Consider ways you could be thoughtful to a friend. Thoughtfulness is an important characteristic of a friendship. What other characteristics are important to building and maintaining a friendship?</i></p>

<p>RSE curriculum links Families and people who care for me Caring friendships Respectful relationships Being safe</p>				
<p>March</p>	<p>Stress/Anxiety Key Question - How can we overcome anxiety? Learning Outcomes - To understand what stress and anxiety are - To understand what causes people to be stressed and have anxiety/worries - To understand ways to deal with stress/anxiety</p>	<p>Huge Bag of Worries</p>	<p>The Worry Monster</p>	<p>Honesty The quality of telling the truth. Why is telling the truth so important? Is it ever ok to tell a lie? Is it ok to make mistakes? Is it ok to keep making the same mistake? If someone was dishonest to you how would you feel?</p>
<p>RSE curriculum links Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe</p>				
<p>April</p>	<p>Mood Key Question - What is a mood? Do we have different ones? Learning Outcomes - To understand how mood affects how we feel - To understand the different moods and what we can do to improve our mood</p>	<p>The Very Cranky Bear</p>	<p>Glad Monster Sad Monster</p>	<p>Friendship A friend is a person who you like, talk to and spend time with. A friend will help each other when they are worried, scared or hurt. Friends are people that can be looked up to and trusted. How can we be a good friend? What qualities do we need? What makes a good friend? How should our friends make us feel? What other values do we think of when we are being a good Friend?</p>

RSE curriculum links Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe				
May	<p style="text-align: center;">Daring to be different</p> <p>Key Question - Is it okay to be different?</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> - To understand gender stereotypes - To understand and celebrate our similarities and differences 	Not Your Typical Dragon	Red!	<p style="text-align: center;">Equality</p> <p><i>Is ensuring that every individual has the same opportunities to make the most of their lives and talents.</i></p> <p style="text-align: center;"><i>Are some people better than others? Is it ok to treat people differently? Should everyone in the world be the same? Why is it important to respect people's differences?</i></p> <p style="text-align: center;"><i>Is it okay if people choose to be different to each other?</i></p> <p style="text-align: center;"><i>In what ways can we be different? Is it okay to be different as long as we love and care for each other?</i></p>
RSE curriculum links Families and people who care for me Caring friendships Respectful relationships				
June	<p style="text-align: center;">Loss</p> <p>Key Question - How do we cope when we lose something important?</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> - To understand different types of loss we can suffer? - To understand how loss affects people differently? - To understand the ways in which we can cope with loss 	The Invisible String	Goodbye Mousie	<p style="text-align: center;">Responsibility</p> <p><i>Is something that you are expected to do; it is in your power and control and you are responsible of the outcome.</i></p> <p style="text-align: center;"><i>Tell me something you are responsible for. How does it make you feel when you are responsible?</i></p>

				<p><i>Why is it important that people have responsibilities?</i></p> <p><i>Is it okay for someone to give up their responsibility?</i></p> <p><i>Tell me some things that we need to be responsible for.</i></p>
<p>RSE curriculum links Families and people who care for me Caring friendships Respectful relationships Being safe</p>				
July	<p>Change/Transition Key Question - Is it okay when things change and move on? Learning Outcomes - To understand different types of transition e.g. new home, new school, new classroom, new teacher, new friends etc -To understand how we can celebrate transition positively</p>	Little Tree		<p>Love <i>To have strong and deep feelings of affection for another person or thing.</i> <i>Who loves and cares for you?</i> <i>Who do you love?</i> <i>Why is family important?</i> <i>Do we just love people?</i> <i>Is it ok to be open to love and like lots of different things in life?</i> <i>How do we cope when something we love changes?</i></p>
<p>RSE curriculum links Families and people who care for me Caring friendships Respectful relationships</p>				
<p>Other opportunities to develop and apply understanding of positive relationships and values</p> <ul style="list-style-type: none"> ▪ Daily wellbeing start the day and end the day question. ▪ Little book of think - daily lunchtime question ▪ Weekly picture news ▪ Weekly circle time 				

- Weekly assemblies

Appendix 2: By the end of primary school pupils should know (NB. this is the statutory curriculum for the end of Year 6. We do not cover all of this in an infant school).

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
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TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources