



# Denver VC Primary School

## RSHE and Citizenship Policy

### Introduction

As a church school, our values are based on Christian principles, and we have an ethos of hard work and mutual respect. **Our shared Christian vision is:**

**To seek to discover and celebrate whatever is good in each individual.**

**Discover – Value - Celebrate - Praise**



*Matthew 5:16*

**We aim to** develop the whole school community, promoting the academic, social, emotional, physical, spiritual, and aesthetic aspects of the individual.

This is the starting point of all our policy writing so that we can encourage all members of our community to 'Let their light shine' surrounded by a safe, enabling and encouraging environment.

|   |                                       |
|---|---------------------------------------|
| <b>Formally adopted by the Governing Board of:-</b> | <b>Denver VC Primary School</b>       |
| <b>On:-</b>   | <b>20<sup>th</sup> September 2023</b> |
| <b>Chair of Governors:-</b>                         | <b>Carole Reich</b>                   |
| <b>Last updated:-</b>                               | <b>21<sup>st</sup> September 2022</b> |

# RELATIONSHIPS EDUCATION, SEX EDUCATION AND HEALTH EDUCATION (RSHE) and CITIZENSHIP POLICY

## Policy context and rationale

This relationships, sex and health education policy covers Denver V C Primary School's approach to teaching relationships, sex and health education (RSHE) and citizenship. This policy has been subject to thorough consultation with the whole-school community including pupils, parents/carers, staff, school governors and where relevant appropriate members of the wider community such as medical professionals and faith leaders. Pupil consultation has ensured that the needs of all pupils can be met through the delivery of an age and stage appropriate RSHE curriculum that addresses relevant issues, informed by analysis of public health data and pupil priorities. Consultation methods have included pupil voice activities in classes. Key needs identified were to know how to keep safe and healthy and to understand better how we change and grow. Pupil consultation has been used to inform the creation of the school's RSHE curriculum and this policy where appropriate.

## Policy availability

Stakeholders can be informed about the policy through RSHE consultation events, referencing in the school prospectus or accessing a copy from the school website. Should a hard-copy of the document be required, the school will be happy to provide this upon request and will also work with any stakeholders that require the policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all. The policy can be obtained in an alternative format by contacting Mrs Jones (Headteacher) or Mrs Henden (subject coordinator).

## Policy values, aims and objectives

*Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.*

*These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to*

*become successful and happy adults who make a meaningful contribution to society.*

–Secretary of State Foreword

Our school's overarching aims and objectives for pupils are to discover, value, celebrate and praise the good in each individual. RSHE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of RSHE lessons.

RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. RSHE equips children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their health and wellbeing both now and in the future. We recognise the importance of RSHE in preparing children and young people to live safe, fulfilled and healthy lives. The overarching objective of RSHE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010. Our school's vision for RSHE is to enable children to embrace the challenges of creating happy and successful adult life with the knowledge to make informed decisions about their well-being, health and relationships, the opportunity to put knowledge into practise by making sound decisions when facing risks, challenges and complex contexts and to recognise that everyone faces difficult situations and how they can develop resilience, and know how and when to ask for help and where that support can be accessed.

This is our intent statement:

### **Intent**

**Discover:** We recognise that we live in an exciting and rapidly changing world. At the heart of our RSHE and citizenship education is the intention to equip the children with the skills and knowledge for them to live happy, healthy lives with positive relationships, mental and physical health. We teach them how to promote their physical and mental health through understanding the importance of exercise, diet, fresh air, being with others and sleep.

**Value:** We teach them what a healthy relationship is and the importance of family. They learn to have respect for themselves and to value their personal space, recognising what is comfortable and learning how to stay safe, including online. We intend for the children to be emotionally literate. We understand the importance for children to know where to get help and

support. Through our learning in this area, we teach the children of the valuable sources of support and how to raise concerns.

**Celebrate:** We teach the children a range of personal qualities that will help them to form positive relationships. We celebrate those who have overcome barriers showing skills of aspiration, resilience, determination, self-belief and resourcefulness. We learn and celebrate tolerance, respect, and an understanding of individual liberties and the rule of law. We encourage children to be active citizens in school, looking after one another, taking on responsibilities as they become older.

**Praise:** In this area we praise those who have coped with uncertainty and challenges and those who have supported the school and wider community. We teach the children to celebrate diversity, to be inclusive of and sensitive towards all others, recognising and celebrating differences in families and communities.

Our intention is for the children to be ready for the challenges they face as they move to secondary school and have strong foundations in their personal qualities to make good choices as social beings who make a positive contribution in their adult lives.

Effective RSHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSHE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care. It also enables young people to make responsible and informed decisions about their health and wellbeing.

RSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations including the NSPCC, Barnardo's, The Children's Society and education unions. They are also supported by a number of MPs and Lords:

### **Principles of effective RSHE**

RSHE and citizenship provision at Denver V C Primary School

- Is an identifiable part of our school curriculum, which has planned, timetabled lessons across all the Key Stages.
- Is taught by staff regularly trained in RSHE (with expert visitors invited in to enhance and supplement the programme, where appropriate).
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.

- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes learning about how to get help and treatment from sources such as the School Health Service and other health and advice services including reliable information online.
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSHE lessons and in everyday school life.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

### **Entitlement and equality of opportunity**

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. RSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to our RSHE curriculum. We do not use RSHE as a means of promoting any form of sexual orientation over another.

Thorough consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances (including

gender identity, faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's inclusion policy.

## Teaching and learning

The RSHE programme will be led by Mrs Henden as subject coordinator, taught by class teachers and supported by outside specialists and visitors where suitable. All staff involved in the delivery of RSHE have received specialist training to ensure that pupils receive clear and consistent approaches to RSHE throughout their time at Denver V C Primary School. Whole staff and individual training needs will be identified through the school's self-evaluation process and staff appraisal.

On occasion external visitors, experts and agencies may be invited to contribute to the delivery of RSHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, our school will:

- Check the visitor or visiting organisation's credentials.
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy.
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.
- Arrange for the visitor to be supervised/supported by a member of school staff at all times.
- Monitor and evaluate the visitor input to inform future planning.

RSHE and citizenship will be taught through a range of teaching methodologies, including story-telling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

## Curriculum

The majority of elements of the RSHE curriculum are a statutory requirement to teach to meet the government's requirements for this subject area and The Equalities Act, 2010.

RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

Our intended RSHE curriculum is outlined in Appendix A but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case, parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross curricular links. Citizenship education remains non-statutory but our intended coverage is also outlined in **Appendix A.**

### **Primary RSHE general coverage outline**

|                                |  |
|--------------------------------|--|
| <i>Relationships Education</i> | <i>Families and people who care for me<br/>Caring friendships<br/>Respectful relationships<br/>Online relationships<br/>Being safe</i>   |
| <i>Sex Education</i>           | <i>How a baby is conceived and born</i>  |
| <i>Health Education</i>        | <i>Mental wellbeing<br/>Internet safety and harms<br/>Physical health and fitness<br/>Healthy eating<br/>Drugs, alcohol and tobacco<br/>Health and prevention<br/>Basic first aid<br/>Changing adolescent body and puberty</i> |

### **Assessment**

Pupils' learning will be assessed at the end of every topic to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure and will include self-assessment tasks that will confirm pupils understanding of the topics. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, team teaching and informal drop-ins conducted by subject leads and/or members of the senior leadership team. The observations

and findings of which will be used to identify and inform future staff training needs.

## **Responding to pupils' questions**

There will always be sensitive and controversial issues within the subjects of RSHE. These may be a matter of age and stage appropriateness or contrasting personal beliefs including those originating from faith perspectives and culture. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly within the framework of a class working agreement. At the end of every lesson, pupils will be provided with an opportunity to ask questions in an open setting and will also be provided with an opportunity to raise anonymous questions through the use of an anonymous 'ask-it-basket'. Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson. Teachers may delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer.

Teachers can refuse to answer a question that they feel is inappropriate and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the pupil to ask a parent/carer or trusted adult at home.

## **Confidentiality, signposting and handling disclosures**

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.

At the beginning of RSHE teaching the class will discuss and create a 'working agreement'. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.

Distancing techniques such as the use of characters within RSHE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSHE more accessible to all pupils including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the school's pastoral system to advise on topic coverage so that the school can be responsive to pupil's pastoral needs and safeguarding arrangements can be actioned efficiently if required.

Teachers will conduct RSHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the named person for child protection issues about their concerns. The designated safeguarding lead will then deal with the matter in line with our school's safeguarding policy.

### **Involving parents and carers**

We believe that parents are the primary educators of their children in RSHE and citizenship and that RSHE and citizenship is most effective when it is collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

The school will provide support to parents and carers through an initial parents meeting and questionnaire (with further opportunities to add comments to adapt to changing needs and circumstances in annual questionnaires) which provides a valuable opportunity to develop awareness of emerging RSHE topics, meet RSHE teachers and review the resources being used as well as consider ways to build on the learning at home, fostering strong channels of communication between parents/carers and their children. The school also operates an open-door policy enabling parents to discuss RSHE and citizenship at relevant times throughout the school year.

The vast majority of RSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all of the non-statutory Sex Education, they should discuss this with the headteacher, making clear which aspects of the programme they do not wish their child to participate in. The head teacher will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was said in the classes rather than what was directly said by the teacher (although detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead). Once a decision has been made, parents/carers must inform the

school in writing stating their reasons as to why they would like their child withdrawn.

Once these discussions have taken place, except in exceptional circumstances, our school will respect a parent/carers' request to have their child excused from non-statutory sex education up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

The school will document this process.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

## **PATHS (Social and Emotional Literacy)**

To support the wellbeing and mental health of the children, from September 2022, the school has adopted the PATHs programme for social and emotional literacy. This will supplement rather than replace our learning in RSHE. Children will receive regular teaching on how to recognise and manage their feelings in an age-appropriate manner.

In each class, compliments are given and made by the PATHs pupil of each day to help to build confidence and friendships.

## **Links to other school policies and curriculum**

This policy complements the following policies:

- Anti-bullying
- E-safety
- Equality
- Inclusion
- PSHE
- Safeguarding
- Teaching and learning

## **Review date**

The local governing body monitors the impact of RSHE on an annual

basis. The governors give serious consideration to any comments, consultation and evidence of impact.

Consultation with pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be reviewed every 2 years or sooner if the RSHE and citizenship curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance. The next review date of this policy is currently set for September 2023.

Date of policy: September 20<sup>th</sup> 2023

## Appendix A

Our intended coverage reflects the fact that we have mixed-age classes. Class teachers may use their professional judgement and expertise to use resources from previous year groups where there is a need to do so in order that they have the skills, knowledge and understanding to then access the intended coverage for their classes.

Before RSHE content is taught, classes use an initial session to draft a 'working agreement' for these lessons, introduce their conversation cards and the idea of an 'ask it basket'.

**In the Early Years Foundation Stage** the children use shared talk to discuss their experiences and feelings. They learn skills in looking after themselves and being clean. They learn to share and take turns. They learn about the importance of basic rules around school. Through topics such as 'Ourselves' and 'Our families' children learn to respect each others' similarities and differences.

### **RSHE in EYFS Class 1**

| <b><u>RSE Solution</u></b><br><b><u>Autumn 1</u></b><br><b><u>My feelings</u></b>  | <b><u>RSE Solution</u></b><br><b><u>Autumn 1</u></b><br><b><u>My body</u></b>                               | <b><u>RSE Solution</u></b><br><b><u>Spring 1</u></b><br><b><u>My</u></b><br><b><u>relationships</u></b>       | <b><u>RSE Solution</u></b><br><b><u>Spring 2</u></b><br><b><u>My beliefs</u></b>               | <b><u>RSE Solution</u></b><br><b><u>Summer 1</u></b><br><b><u>My rights and</u></b><br><b><u>responsibilities</u></b>             | <b><u>RSE Solution</u></b><br><b><u>Summer 2</u></b><br><b><u>Asking for</u></b><br><b><u>help</u></b>                      |
|--|---|---|--|---|---|
| Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings. | Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene. | Pupils understand that there are similarities and differences between everyone and they can celebrate this.   | Pupils can recognise what they like, dislike and feel empowered to make real informed choices. | Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy. | Pupils can identify the special people in their lives, what makes them special and how special people care for one another. |
| <b>Health Education</b><br><b>Autumn Term</b>  |   | <b>Health Education</b><br><b>Spring Term</b>   |  | <b>Health Education</b><br><b>Summer Term</b>   |   |
| <b>Healthy Eating</b>  |   | <b>Health Prevention</b>  |  | <b>Basic First Aid</b>  |   |
| I know that some food and drink is healthy for my body.<br>I can compare quantities of sugar.<br>I can identify healthy choices.                   |   | I can identify ways to keep clean. I know when it is important to wash my hands. I know how to wash my hands. |  | I can explain what first aid is and why it is important.  |   |
| <b>Citizenship</b> is covered via knowledge and understanding of the world learning goals and topics such as the People Who Help Me.               |   |   |  |   |   |

During EYFS, as part of health education, children will learn the characteristics of a poor diet and the role of sugar in obesity and tooth decay and on their behaviour. They will learn about personal hygiene and germs, how they spread and the importance of handwashing in prevention. They will learn the concept of basic first aid in dealing with common injuries such as cuts, bruises and head injuries.

## Class 2 (Key Stage 1) Curriculum Map

### Year 1 of rolling programme (2022-23) Year 1 in RSE Solution and Norfolk scheme of work

| <u>Autumn 1</u>   | <u>Autumn 2</u>  | <u>Spring 1</u>  | <u>Spring 2</u>   | <u>Summer 1</u>   | <u>Summer 2</u>  |
|---|--|--|---|---|--|
| <b><u>RSE Solution</u></b><br><b><u>My feelings</u></b>   | <b><u>RSE Solution</u></b><br><b><u>My relationships</u></b>   | <b><u>RSE Solution</u></b><br><b><u>My beliefs</u></b>   | <b><u>RSE Solution</u></b><br><b><u>My rights and responsibilities</u></b>  | <b><u>RSE Solution</u></b><br><b><u>Asking for help</u></b>   | <b><u>RSE Solution</u></b><br><b><u>My body</u></b>  |
| Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.   | Pupils understand the importance of listening to other people, to play and work collaboratively, including strategies to resolve simple arguments through negotiation. | Pupils can identify and respect the differences and similarities between people.   | Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others. | Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.  | Pupils are able to name the main parts of the body, including the external genitalia using scientific terms. |
| <b><u>Health Education</u></b><br><b><u>Autumn Term</u></b>   |  | <b><u>Health Education</u></b><br><b><u>Spring Term</u></b>  |   | <b><u>Health Education</u></b><br><b><u>Summer Term</u></b>   |  |
| <b><u>Physical and mental Health and Fitness</u></b><br><br>Pupils are able to identify an enjoyable form of physical activity, understanding why it is important to be physically active.<br><b><u>Mental well being</u></b> – talking about feelings. That there is a normal range of emotions, a scale of emotions that all humans experience in response to different situations. |  | <b><u>Health and Prevention</u></b><br><br>Dental hygiene – keeping our teeth healthy by cleaning, flossing and regular check-ups with a dentist.<br>Pupils can identify different ways to protect teeth, maintaining good oral hygiene. |   | <b><u>Basic First aid</u></b><br><br>How to stay safe by making a call to the emergency services<br>Pupils understand how to identify risk, keeping themselves and others safe in an emergency situation. |  |
| <b><u>Citizenship</u></b><br><b><u>Autumn Term</u></b>  |  | <b><u>Citizenship</u></b><br><b><u>Spring Term</u></b>   |   | <b><u>Citizenship</u></b><br><b><u>Summer Term</u></b>  |  |
| Basic road safety<br><br>Children understand the dangers on the roads and simple strategies to stay safe  |  |  |   | Being a good citizen.<br><br>Children understand how to protect the local, natural and built environments   |  |

**Class 2 Year 2 of rolling programme (2023/2024) Year 2 in RSE Solution and Norfolk Scheme of Work**

| <b><u>Autumn 1</u></b>   | <b><u>Autumn 2</u></b>   | <b><u>Spring 1</u></b>   | <b><u>Spring 2</u></b>   | <b><u>Summer 1</u></b>  | <b><u>Summer 2</u></b>   |
|--|--|--|--|---|--|
| <b><u>RSE Solution</u></b><br><b><u>My feelings</u></b>  | <b><u>RSE Solution</u></b><br><b><u>My body</u></b>                      | <b><u>RSE Solution</u></b><br><b><u>My relationships</u></b>   | <b><u>RSE Solution</u></b><br><b><u>My beliefs</u></b>   | <b><u>RSE Solution</u></b><br><b><u>My rights and responsibilities</u></b>  | <b><u>RSE Solution</u></b><br><b><u>Asking for help</u></b>  |
| Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals.  | Pupils can recognise how they grow and will change as they become older. | Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.   | Pupils can identify ways in which people and families are unique, understanding that there has never been and never will be another them.  | Pupils can judge what kind of physical contact is acceptable and comfortable and uncomfortable and how to respond.  | Pupils know the difference between secrets and surprises including the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.   |
| <b><u>Health Education</u></b><br><b><u>Autumn Term</u></b>  |  | <b><u>Health Education</u></b><br><b><u>Spring 1</u></b>   | <b><u>Health Education</u></b><br><b><u>Spring 2</u></b>   | <b><u>Health Education</u></b><br><b><u>Summer 1</u></b>  | <b><u>Health Education</u></b><br><b><u>Summer 2</u></b>   |
| <b><u>Health and Prevention</u></b><br><br>About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of handwashing. How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.<br><br>Pupils understand that some bacteria are spread and that they have the right to be protected from illness and a responsibility to protect others. |  | <b><u>Mental well-being</u></b><br>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Pupils can recognise different types of teasing and bullying and understand that these are wrong and unacceptable. | <b><u>Healthy eating</u></b><br>What constitutes a healthy diet (including understanding calories and other nutritional content). Pupils know that different food and drink contains varying amounts of sugar, fat and salt, explaining why it is important to make healthier choices. | <b><u>Health and Prevention</u></b><br><br>Sun Safety<br><br>Pupils are aware of the dangers of the sun and know and can apply ways to protect themselves | <b><u>Basic First Aid – How to make a clear and efficient call to emergency services if necessary. Pupils can identify an emergency situation where someone needs help quickly and know how to call 999 and what to say to the operator.</u></b> |
| <b><u>Citizenship</u></b><br><b><u>Autumn Term</u></b>   |  | <b><u>Citizenship</u></b><br><b><u>Spring Term</u></b>   |  | <b><u>Citizenship</u></b><br><b><u>Summer Term</u></b>  |  |
| Protecting ourselves from harm – children can identify the harms posed by household products and medicines   |  |  |  | Understanding money<br><br>Children will know that there are a variety of sources of money and why money is used.   |  |

### Class 3 (Lower Key Stage 2) Curriculum Map

#### Year 1 of rolling programme (2022/2023) Year 3 in RSE solution and Norfolk Scheme of Work

| <u>Autumn 1</u>  | <u>Autumn 2</u>  | <u>Spring 1</u>  | <u>Spring 2</u>  | <u>Summer 1</u>   | <u>Summer 2</u>   |
|--|--|--|--|---|---|
| <b><u>RSE</u></b><br><b><u>My feelings</u></b>   | <b><u>RSE</u></b><br><b><u>My body</u></b>   | <b><u>RSE</u></b><br><b><u>My relationships</u></b>  | <b><u>RSE</u></b><br><b><u>My beliefs</u></b>  | <b><u>RSE</u></b><br><b><u>My rights and responsibilities</u></b>   | <b><u>RSE</u></b><br><b><u>Asking for help</u></b>  |
| Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to self-esteem.  | Pupils know how their body may change and grow as they develop, how to care for their body and celebrate their uniqueness.   | Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.   | Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl. | Pupils understand the right to protect their body from unwanted touch.  | Pupils can identify the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret. |
| <b><u>Health Education</u></b><br><b><u>Autumn 1</u></b>   | <b><u>Health Education</u></b><br><b><u>Autumn 2</u></b>   | <b><u>Health Education</u></b><br><b><u>Spring Term</u></b>  |  | <b><u>Health Education</u></b><br><b><u>Summer Term</u></b>   |   |
| <b><u>Mental wellbeing</u></b><br>Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to self-esteem and happiness.<br><b><u>Physical health and fitness</u></b><br>Pupils are able to identify an enjoyable form of physical activity, understanding why it is important to be physically active. | <b><u>Healthy eating</u></b><br>by understanding what constitutes a healthy diet, including nutritional content and how to plan a range of healthy meals. Pupils know that different food and drink contains varying amounts of sugar, fat and salt, explaining why it is important to make healthier choices.<br><b><u>KLCF Healthy Body Healthy Mind Programme</u></b> | <b><u>Drugs and alcohol and tobacco</u></b><br>Pupils understand that perceptions around risk taking behaviours, including drugs and alcohol can add pressure to do something that they are uncomfortable to do. |  | <b><u>Basic First aid</u></b> – how to deal with common injuries such as cuts, sprains and head injuries. Pupils can explain what first aid is and why it is important. |   |
| <b><u>Citizenship</u></b><br><b><u>Autumn Term</u></b>   |  | <b><u>Citizenship</u></b><br><b><u>Spring Term</u></b>   |  | <b><u>Citizenship</u></b><br><b><u>Summer Term</u></b>  |   |
|  |  | <b><u>Taking responsibility</u></b> –<br>The link between rights and responsibilities and how to be a good citizen in school and in other environments   |  | <b><u>Being the Best We can Be</u></b>  |   |

**Class 3 Year 2 of rolling programme (2023/2024) Year 4 of RSE Solution and Norfolk Scheme of Work**

| <b><u>Autumn 1</u></b>   | <b><u>Autumn 2</u></b>   | <b><u>Spring 1</u></b>   | <b><u>Spring 2</u></b>   | <b><u>Summer 1</u></b>  | <b><u>Summer 2</u></b>   |
|--|--|--|--|---|--|
| <b><u>RSE</u></b><br><b><u>My feelings</u></b>   | <b><u>RSE</u></b><br><b><u>My relationships</u></b>  | <b><u>RSE</u></b><br><b><u>My beliefs</u></b>  | <b><u>RSE</u></b><br><b><u>My rights and responsibilities</u></b>  | <b><u>RSE</u></b><br><b><u>Asking for help</u></b>  | <b><u>RSE</u></b><br><b><u>My body</u></b>   |
| Pupils can recognise and respond to a wide range of emotions in themselves and others and know how to respond.   | Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable and ways to respond. | Pupils recognise differences and similarities between people arise from a number of factors including family and personal identity.  | Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not freely making the decision themselves. | Pupils recognise when they may need help to manage a situation and have developed the skills to ask for help.   | Pupils can reflect on how their body has changed and anticipate body changes, understanding that some of those changes are related to puberty. |
| <b><u>Health Education</u></b><br><b><u>Autumn Term</u></b>  |  | <b><u>Health Education</u></b><br><b><u>Spring 1</u></b>   | <b><u>Health Education</u></b><br><b><u>Spring 2</u></b>   | <b><u>Health Education</u></b><br><b><u>Summer Term</u></b>   |  |
| <b><u>Mental well-being</u></b> – Pupils can recognise a wide range of emotions, identifying factors that can affect emotions. Pupils have considered strategies to help manage my emotions. Pupils have thought about ways to recognise and respond to other peoples' emotions. |  | <b><u>Drugs, Alcohol and Tobacco</u></b><br><br>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking. | <b><u>Health and Prevention</u></b><br><br>Personal hygiene - Pupils know how to care for their body. I know how to keep my body clean and hygienic.                                     | <b><u>Basic First Aid and water safety</u></b><br><br>How to make a clear and efficient call to emergency services if necessary. Pupils understand how to identify risk, keeping themselves and others safe in an emergency situation. Pupils will understand the dangers posed by open water and know strategies for keeping safe in or around water |  |
| <b><u>Citizenship</u></b><br><b><u>Autumn Term</u></b>   |  | <b><u>Citizenship</u></b><br><b><u>Spring Term</u></b>   |  | <b><u>Citizenship</u></b><br><b><u>Summer Term</u></b>  |  |
| <b><u>Rules and British Values</u></b><br>Pupils will understand the rule making process and have an understanding of the reasons for rules and laws.  |  | <b><u>British Values continued</u></b><br>Pupils explore each of the British values and discuss how they affect society and their role within it.                          |  | <b><u>Caring for the Environment</u></b><br>Pupils can balance rights with responsibilities and can consider how to make different environments (school, village, area, country, world) sustainable   |  |

## Class 4 (Upper Key Stage 2) Curriculum Map

### Year 1 of rolling programme (2022/2023) Year 5 of RSE Solution and Norfolk Scheme of Work

| <u>Autumn 1</u>  | <u>Autumn 2</u>   | <u>Spring 1</u>  | <u>Spring 2</u>  | <u>Summer 1</u>  | <u>Summer 2</u>  |
|--|---|--|--|--|--|
| <b><u>RSE</u></b><br><b><u>My feelings</u></b>   | <b><u>RSE</u></b><br><b><u>My body</u></b>  | <b><u>RSE</u></b><br><b><u>My relationships</u></b>  | <b><u>RSE</u></b><br><b><u>My beliefs</u></b>  | <b><u>RSE</u></b><br><b><u>My rights and responsibilities</u></b>  | <b><u>RSE</u></b><br><b><u>Asking for help</u></b>   |
| Pupils can anticipate how their emotions may change as they approach and move through puberty.   | Pupils can anticipate how their body may change and grow as they approach and move through puberty.   | Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships. | Pupils know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying. | Pupils have strategies for keeping safe online, knowing how to look after personal information, including images and about the importance of permission. | Pupils consider how to manage accidental exposure to explicit images and upsetting online material, including who to go to to talk about what they have seen.  |
| <b><u>Health Education</u></b>   | <b><u>Health Education</u></b>  | <b><u>Health Education</u></b>   | <b><u>Health Education</u></b>   | <b><u>Health Education</u></b>   | <b><u>Health Education</u></b>   |
| <b><u>Physical health and healthy eating</u></b><br><br>Pupils will know the importance of exercise and diet on the body.<br>Pupils understand how taking part in regular physical activity has lots of benefits to physical and mental health, wellbeing and their learning.<br>Pupils can recognise the impact of diet in lifestyle. | <b><u>Mental well-being</u></b> – that mental well-being is a normal part of daily life and just as important as physical health. What happens when things go wrong and what support can you have?<br><b><u>Health and prevention</u></b><br>I can explain why sleep is important for a healthy lifestyle.<br>I can describe bedtime routines that help improve sleep. I can identify how sleep patterns and needs might change during puberty. |  |  | Crucial Crew – safety in a range of situations, and how to rescue and be rescued safely  | Moving on/preparing for change<br><b><u>Basic first aid</u></b> – how to get help<br>Pupils can recognise when to get adult help.<br>Pupils know how to call 999 and what to say to the operator.<br>Pupils know what a defibrillator is and the location of the nearest ones. |
| <b><u>Citizenship</u></b>  | <b><u>Citizenship</u></b>   | <b><u>Citizenship</u></b>  | <b><u>Citizenship</u></b>  | <b><u>Citizenship</u></b>  | <b><u>Citizenship</u></b>  |
| <b><u>Respecting rules and respecting differences</u></b><br>Pupils will understand the importance of tolerance, respect and diversity and how different groups within society interact.   |   | <b><u>Citizenship in action – democracy</u></b><br>Pupils learn how democracy affects society                    | <b><u>Politics and government</u></b><br>How laws are made and enforced  |  |  |

**Class 4 Year 2 of rolling programme (2023/2024) Year 6 of RSE Solution and Norfolk Scheme of Work**

| <b>Autumn 1</b>  | <b>Autumn 2</b>  | <b>Spring 1</b>  | <b>Spring 2</b>         | <b>Summer 1</b>  | <b>Summer 2</b>   |
|--|--|--|-------------------------|--|---|
| <b>RSE</b><br><b>My feelings</b>   | <b>RSE</b><br><b>My relationships</b>  | <b>RSE</b><br><b>Asking for help</b>   |                         |  | <b>RSE My body</b><br><b>Exclusive to Year 6 pupils - Parents can request withdrawal from this lesson</b>   |
| Pupils can recognise how images in the media, including online, do not always reflect reality and can affect how people feel about themselves.   | Pupils realise the nature and consequences of discrimination, including the use of prejudice-based language.   | Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support.                          |                         |  | Pupils can explain what intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs.   |
| <b>Health Education</b>  | <b>Health Education</b>  | <b>Health Education</b>  | <b>Health Education</b> | <b>Health Education</b>  | <b>Health Education</b>   |
| <b>Health and Safety – drugs, alcohol and tobacco and county lines.</b><br>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking. Pupils understand the definition of a drug. They have discussed attitudes towards alcohol, including how it is portrayed in society and the media. | <b>Mental wellbeing</b><br>Pupils can describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected, conflicting emotions and when these might be experienced, explaining how feelings and emotions change over time and can identify positive actions to support mental wellbeing during difficult times, including identifying a personal support network |  |                         | <b>Health and prevention</b><br><br>Pupils know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.<br><br><b>Crucial Crew – safety in a range of situations, including road and rail safety</b> | <b>Basic First Aid</b><br>Pupils can identify an emergency situation and know to keep safe.<br>Pupils can help to give basic first aid in safe situations. Pupils know how to get help in an emergency. |
| <b>Citizenship</b>   | <b>Citizenship</b>   | <b>Citizenship</b>   |                         | <b>Citizenship</b>   | <b>Citizenship</b>  |
|  |  | <b>Financial Literacy</b><br>Pupils learn about credit and debt, how to budget and manage money and what is deducted from earnings and why |                         |  |   |

## Progression in Vocabulary

| <u>Early Years Foundation Stage</u> | <u>End of Key Stage 1</u> | <u>End of LKS2</u> | <u>End of UKS2</u>      |
|-------------------------------------|---------------------------|--------------------|-------------------------|
| Family                              | Love                      | Arguments          | Tolerance               |
| Friend                              | Care                      | Disagreements      | intolerance             |
| Relationship                        | Friendship                | Conflict           | Diversity               |
| Share                               | Relaxed                   | Resolution         | Inclusion               |
| Turn-taking                         | Similar                   | Gender             | Aspiration              |
| Manners                             | Different                 | Stereotype         | Compliment              |
| Polite                              | Unique                    | Trust              | Gender                  |
| feelings                            | Strength                  | Share              | Stereotype              |
| Sad                                 | Weakness                  | Penis              | Consent                 |
| Angry                               | Self-esteem               | Testicles          | Marriage                |
| Disappointed                        | Self-respect              | Vulva              | Arranged marriage       |
| Scared                              | Compare                   | Vagina             | Forced marriage         |
| Embarrassed                         | Respect                   | Aspiration         | sexuality               |
| Tired                               | Calm                      | Compliment         | Intersex                |
| Worried                             | Shoulder                  | Self-esteem        | Transgender             |
| Surprised                           | Knee                      | Self-talk          | phobic                  |
| Confused                            | Stomach                   | Happiness          | Gay                     |
| Irritated                           | chest                     | Exercise           | Lesbian                 |
| Similar                             | Senses                    | Drugs              | Testicles               |
| Like                                | Penis                     | Smoking            | Vagina                  |
| Dislike                             | Vulva                     | Alcohol            | Buttocks                |
| difficult                           | Comfortable               | Illegal            | Anus                    |
| Lonely                              | Uncomfortable             | Peer pressure      | Puberty                 |
| Clean                               | Touch                     | Marriage           | conception              |
| Hygiene                             | Secret                    | Forced marriage    | Breasts                 |
| Germs                               | Surprised                 | Arranged marriage  | Discharge               |
| Bacteria                            | excited                   | Identity           | Legal and illegal drugs |
| Viruses                             | Communicate               | Public             | County lines            |
| First aid                           | communication             | Block              | Empathy                 |
| Accident                            | Disagreement              | Private            | Genitals                |
| Hurt                                | Negotiate                 | Uncomfortable      | Hormones                |
| illness                             | Belief                    | Developing         | Fatigue                 |
| Private                             | Disability                | Growing            | Stress                  |
| Public                              | Similar                   | Puberty            | Anxiety                 |
| Safe                                | Differences               | Foetus             | Democracy               |
| Comfortable                         | Similarities              | Emotions           | Democratic              |
| Uncomfortable                       | Feelings                  | Empathy            | Election                |
| Sugar                               | Emotions                  | Clean              | Government              |
| Obesity                             | Respect                   | Healthy            | Politics                |
| Tooth decay                         | Physical activity         | Hygienic           | Finances                |
|                                     | Mental wellbeing          | Hygiene            | Budget                  |
|                                     | Risk                      |                    |                         |
|                                     | Safe                      |                    |                         |
|                                     | Emergency                 |                    |                         |
|                                     | Services                  |                    |                         |
|                                     | Special                   |                    |                         |
|                                     | diverse                   |                    |                         |
|                                     | disease                   |                    |                         |
|                                     | bacteria                  |                    |                         |
|                                     | saturated fat             |                    |                         |
|                                     | prevent                   |                    |                         |
|                                     | teasing                   |                    |                         |
|                                     | bullying                  |                    |                         |
|                                     | power imbalance           |                    |                         |
|                                     | support                   |                    |                         |
|                                     | development               |                    |                         |
|                                     | personal space            |                    |                         |
|                                     | privacy                   |                    |                         |

