



Relationships and Sex Education (RSE) Policy

April 2022

Review: April 2025

Honesty

Respect

Courage

Kindness

Positivity

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Version	Date	Changes made	
V1	June 2016		
V1.1	June 2018	Amended in light of changes to PSHE curriculum	Amanda Conroy
V1.2	December 2021	Policy reviewed and amended with changes to the curriculum Updated in light of changes to KCSIE 2021	Charlotte Clarkson
V1.3	January 2022	Policy reviewed and amended with changes to the curriculum Ratified by Governors 04/04/2022	Senior Leadership Team

Introduction

Relationships and Sex Education (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. This policy has been written in accordance with frameworks and statutory guidance including: **Relationships and Sex Education (RSE) and Health Education (DfE, 2019)** and **Keeping Children Safe in Education (KCSIE, 2021)**, **Multi-agency statutory guidance on Female Genital Mutilation (HM Government, 2020)**, **Education for a Connected World Framework (UK council for Internet Safety 2020)** and **Preventing and tackling bullying (DfE 2017)**.

From September 2020, changes to the curriculum in England made relationships education compulsory in all primary schools, and relationships and sex education (RSE) compulsory in all secondary schools. Schools are also required to teach health education. This is a statutory requirement.

- As a maintained Infant School, we must provide **relationships education** to all pupils as per **section 34 of the Children and Social work act 2017**.
- We are **not required to provide sex education** but we do need to teach the elements of **sex education** contained in the **KS1 Science National Curriculum 2014**.
- In teaching RSE, we must also consider guidance issued by the secretary of state as outlined in **section 403 of the Education Act 1996**.

Within the statutory guidance **Relationships and Sex Education (RSE) and Health Education (DfE, 2019)**. The DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

“It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement...”

“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.”

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Equality

At Park Hill Infant School, we continue to teach our children about what it means to be strong, positive and productive members of society. We have always taught our pupils about equality and this remains an important part of our curriculum. We ensure that we always celebrate diversity, promote equality, demonstrate respect and stand together to challenge all forms of discriminatory language and behaviour.

We recognise that education is a vital tool for powerful, permanent and informative change. Our continuously evolving curriculum demonstrates our determination to use education to tackle issues of racism and inequality. We strive to ensure our curriculum and supporting resources reflect values of inclusivity, diversity, equality and belonging. We do this by planning to meet the needs of all genders, of children with special educational needs, of children who are more able, of children with disabilities, of children from all socio-economic backgrounds, children from different ethnic groups, religion and cultural backgrounds, and of those from diverse linguistic backgrounds.

Aims

The objective of **Relationships and Sex Education (RSE)** is to help and support young people through their physical, emotional and moral development. A successful programme will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. The focus within our school is to teach fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, and relationships with other children and adults.

The aims of **Relationships and Sex Education (RSE)** at our school are to:

- Provide an environment in which sensitive discussions can take place and ensure that pupils from all backgrounds feel safe and comfortable discussing issues regarding RSE
- Seek regular opportunities for open discussion around issues of safeguarding in an age appropriate and accessible manner. Including topics such as: consent, awareness of harassment, peer on peer abuse, what constitutes violence, recognising inappropriate behaviour and recognising signs in their own relationships, and how to respond and get help in negative situations
- Provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Embed the school's ethos and values (kindness, respect, honesty, courage and positivity)
- Teach all pupils the correct vocabulary to describe themselves where appropriate
- Prepare pupils for the future e.g.: puberty, and give them an age appropriate understanding of growth, development and the importance of health and hygiene
- Combat exploitation

There are three main elements which relationships and sex education (RSE) education incorporate at Park Hill Infant School:

Attitudes and values

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making

Personal and social skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse

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Knowledge and understanding

- learning and understanding physical development at appropriate stages
- Supporting pupils to use the correct vocabulary to describe themselves and their body where appropriate and necessary

Policy development

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

1. Review – a Senior Leader and the PSHE Leader reviewed all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to read through the policy and make additions and recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to read this policy
4. Ratification – once all updates and amendments were made, the policy was shared with governors and ratified

RSE within our Curriculum

The 2019 DfE Guidance for Relationships Education in Primary Schools states that teaching the fundamental building blocks and characteristics of positive relationships should include:

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

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).

(Please see APPENDIX 1: RSE Curriculum coverage at Park Hill Infant School)

RSE is embedded within our school curriculum in a range of lessons including our:

- PSHE curriculum (including circle times)
- Science curriculum (particularly when learning about the Human Body and growth)
- Computing curriculum (with links to E-safety)
- PE curriculum (in the context of health and hygiene)
- Assemblies
- and Stories

(Please see APPENDIX 1: RSE Curriculum coverage at Park Hill Infant School)

The PSHE Leader is currently responsible for co-ordinating RSE and supporting class teachers to deliver a progressive RSE curriculum with guidance from outside agencies and personnel. We feel it is important that all pupils are taught by and have opportunities to discuss sensitive issues with teaching staff they know and trust. Curriculum themes involving RSE are introduced within our PSHE curriculum at the beginning of EYFS and are built upon and consolidated upon each half term through to the end of KS1. This is set out within our chosen PSHE scheme; JIGSAW.

These themes are covered within our chosen PSHE curriculum (JIGSAW) through the re-occurring themes/threads taught to each year group:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me

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- Relationships
- Changing Me

Inclusion

Young children with Special Educational Needs are given additional consideration and relevant planning and resources are adapted by the class teacher with support from the Inclusion Leader. Where appropriate, advice is sought from outside agencies and the Inclusion Leader in order to support pupils understanding and in delivering important messages to them.

We provide 1:1 support and nurture support groups to ensure that pupils with specific targets regarding: personal boundaries, building healthy, positive, appropriate relationships, developing a sense of self, and identifying their personal identity. Targeted intervention is in place to support these pupils and additional sessions are allocated for pupils to discuss relevant issues regarding RSE with the school Counsellor or Nurture Support Mentor where appropriate.

The role of Parents and Carers

The primary role in RSE lies with parents and carers. We wish to build a positive and supporting relationship with parents and carers of children at our school, through mutual understanding, trust and cooperation. We believe that through this exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

To promote this, we:

- Consult with and inform parents and carers about the school's RSE policy
- Answer any questions that parents or carers may have about the RSE education which their child is receiving
- Inform and update parents and carers about best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home

Parents' right to withdraw their children

Primary schools are required to deliver relationships education. Primary schools can also choose to teach elements of sex education (although must allow parents a right to withdraw their children). As PHI will not teach any additional non statutory, non science components of sex education within RSE (due to the age of our children), parents will not have the option to opt out of these sessions.

Disclosures and Safeguarding

Where a child indicates or displays any concerning actions or disclosures regarding any likelihood of their involvement or likely involvement in appropriate sexual activity, or suffering of any form of abuse, then this is immediately reported to a DSL and is dealt with as a matter of child protection. The DSL will then deal with the matter in consultation with police, health and/or social care professionals as appropriate **(Please also see our Safeguarding Policy)**.

Where appropriate, the Headship Team may require staff to report back to parents/carers on conversations which have been held in regards to RSE in the classroom, and the class teacher will be made aware by the Headship Team of the context needed to contact the parents/carers.

In England teachers have a mandatory duty to make a report to the police if:

- they are informed by a child under the age of 18 that they have undergone FGM

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- they observe physical signs that an act of FGM may have been carried out on a child under the age of 18 (**Section 74 Serious Crime Act 2015**) (**Please also see our Safeguarding Policy**).

Roles involved with RSE provision

Staff

All school staff are responsible for:

- Delivering RSE in a sensitive way
- Challenging any inappropriate behaviours between peers and immediately reporting any safeguarding concerns stemming from RSE to a DSL
- Following the RSE policy and ensuring coverage of the school's chosen PSHE and RSE programme of study
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding effectively to the needs of individual pupils and their specific needs, and adapting where appropriate
- 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
- As RSE incorporates the development of self-esteem and relationships in all aspects of school life including the playground. It is important that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children

Pupils

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

Members of the community

We encourage valued members of the community to work with us to provide advice and support to the children with regard to RSE education. The school invites visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RSE where required.

The Governing Body

The Governing Body will approve the RSE policy. The Governing Body monitor the impact of the RSE policy. Consideration is given to any comments from parents and carers about the school's RSE programme, and the Governing Body make a record of all such comments.

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/non-science] components of RSE (see section 7).

It is the responsibility of the Headteacher to ensure that both staff and parents/carers are informed about our RSE education policy, and that the policy is implemented effectively. It is also the Head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach RSE effectively, and handle any difficult issues with sensitivity. Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development (CPD) calendar.

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The Headteacher liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

The Headship team monitor this policy on a regular basis, and report to governors, when requested, on the effectiveness of the policy.

Monitoring and review

The delivery of RSE is monitored by the PSHE Leader (Diogenes Lopes) and the Headship Team. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems and is regularly reviewed and monitored by the PSHE Leader and the Headship Team.

This policy will be reviewed every two years, or earlier if necessary. At every review, the policy will be ratified by Governing Body.

Signed: _____

Print Name: _____

Date: _____

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(APPENDIX 1: PSHE (including RSE) Curriculum coverage at Park Hill Infant School)

We have developed our PSHE (including RSE) curriculum following the **JIGSAW mindful approach to PSHE** 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 age appropriate manner so they are fully informed and do not seek answers online.

All of the aspects from the statutory guidance are covered in lessons for each year group within the re-occurring **JIGSAW Puzzle pieces:**

- Relationships
- Changing Me
- Celebrating Difference
- Being Me in My World



	Statutory guidance... What Pupils should know <u>by the end of Primary</u> :	Examples of our Curriculum provision for RSE (including weekly PSHE and JIGSAW sessions)		
		EYFS	YEAR ONE	YEAR TWO
Families and people who care for 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. 	ASSEMBLIES AND EVENTS Parent stay and plays Terrific Tuesdays	ASSEMBLIES AND EVENTS <i>The Invisible</i> – Tom Percival KS1 assembly <i>The Great Big Book of Families</i> – Mary Hoffman KS1 assembly	ASSEMBLIES AND EVENTS <i>The Invisible</i> – Tom Percival KS1 assembly <i>The Great Big Book of Families</i> – Mary Hoffman KS1 assembly
		COMPUTING MINI MASH Simple City: People who help us, Vets, Builders, Doctors.	HISTORY Family tree home learning project	ENGLISH <i>Look up!</i> – Nathan Bryon (Aut 1) <i>Beegu</i> – Alexis Deacon (Aut 1)

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	<ul style="list-style-type: none"> 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 (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	LITERACY <i>So Much</i> – Trish Cooke (Aut 1) <i>Who's in a family</i> – Robert Skutch (story time)	ENGLISH <i>We are family</i> – Patricia Hegerty story time (Aut 1) <i>All are Welcome</i> – Alexandra Penfold story time (Aut 1) <i>If all the world were</i> – Joseph Coelho (story time)	<i>James and the Giant Peach</i> – Roald Dahl (Sum 2) <i>George's Marvellous Medicine</i> – Roald Dahl (Sum 2) <i>If all the world were</i> – Joseph Coelho (story time)
		PSHE Classroom display – home corners with photos of families PSHE JIGSAW PUZZLE PIECE: 'Celebrating Difference' (Aut 2) - I can tell you why I think my home is special to me - I know which words to use to stand up for myself when someone says or does something unkind	RE <i>Why and what we are thankful for?</i> Sessions around gratitude and Harvest celebrations	PSHE JIGSAW PUZZLE PIECE: "Relationships" -To identify the different members of their families -To understand their relationships with each of them and know why it is important to share and cooperate - To understand that there are lots of forms of physical contact and that some is acceptable and some is not - To identify some of the things which cause conflicts
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 	'Celebrating Difference' (Aut 2) - I can tell you how to be a kind friend - I know which words to use to stand up for myself when someone says or does something unkind	ASSEMBLIES AND EVENTS Anti-Bullying Week and activities Black History Month Odd Socks Day <i>The Colour Monster</i> – Anna Llenas KS1 assembly	ASSEMBLIES AND EVENTS Anti-Bullying Week and activities Black History Month Odd Socks Day <i>The Colour Monster</i> – Anna Llenas KS1 assembly

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	<p>experiences and support with problems and difficulties</p> <ul style="list-style-type: none"> 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 		<p>PSHE JIGSAW PUZZLE PIECE:</p> <p>“Being me in my World”</p> <ul style="list-style-type: none"> - Make others feel welcome, - Make our school a better place, - Value everyone’s right to learn, - Care about other people’s feelings, - Work well with others, - Choose to follow the class values. <p>“Relationships”</p> <ul style="list-style-type: none"> - Identify what makes a good friend - To solve friendship problems when they occur - To help others to feel like a part of a group - Know how to help themselves when they feel hurt or upset - Understand what makes a good relationship <p>‘Celebrating Difference’</p> <ul style="list-style-type: none"> -What similarities they have to others -How they are different from others -What the word ‘bullying’ means -To celebrate what makes them special and different 	<p>PSHE JIGSAW PUZZLE PIECE:</p> <p>“Being me in my World”</p> <ul style="list-style-type: none"> - Settling in the new class - Understand my rights and responsibilities as a member of my class - To recognise and understand the choices which I make - Develop strategies to work well and cooperate with others <p>“Celebrating Difference”</p> <ul style="list-style-type: none"> - Accepting that everyone is different - Including others how to help others - Trying to solve problems - How to receive and give compliments <p><i>The Lonely Beast</i> – Chris Judge (Aut 2)</p> <p><i>The Ugly Five</i> – Julia Donaldson (Spr 2)</p> <p><i>Neon Leon</i> – Jane Clarke (Spr 2)</p>
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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 	<p>PSHE</p> <p>Anti Bullying Week</p> <p>Odd Socks Day</p> <p>JIGSAW PUZZLE PIECE: ‘Being Me in My World’</p> <ul style="list-style-type: none"> - Understand how it feels to belong and that we are similar and different <p>-Start to recognise and manage my feelings</p> <ul style="list-style-type: none"> - Enjoy working with others to make school a good place to be - Understand why it is good to be kind and use gentle hands - Starting to understand children’s rights and this means we should all be allowed to learn and play - Learning what being responsible means <p>‘Celebrating Difference’</p> <ul style="list-style-type: none"> - I can identify something I am good at and understand everyone is good at different things - Understand that being different makes us all special - know we are all different but the same in some ways 	<p>ASSEMBLIES AND EVENTS</p> <p>Anti-Bullying Week and activities</p> <p>Black History Month</p> <p>Odd Socks Day</p> <p><i>Mixed</i> – Arree Chung Respect KS1 assembly</p> <p><i>Don’t Touch My Hair</i> by Emma Dabiri – Assembly</p> <p><i>Clean Up</i> – Nathan Bryon Respect KS1 assembly</p> <p><i>Have you filled a bucket today?</i> – Carol McCloud – Kindness KS1 assembly</p> <p><i>Perfectly Norman</i> - Tom Percival Courage KS1 assembly</p> <p>ROSE – School initiative</p>	<p>ASSEMBLIES AND EVENTS</p> <p>Anti-Bullying Week and activities</p> <p>Black History Month</p> <p>Odd Socks Day</p> <p><i>Mixed</i> – Arree Chung Respect KS1 assembly</p> <p><i>Don’t Touch My Hair</i> by Emma Dabiri – Assembly</p> <p><i>The Colour Monster</i> – Anna Llenas</p> <p><i>Clean Up</i> – Nathan Bryon Respect KS1 assembly</p> <p><i>Have you filled a bucket today?</i> – Carol McCloud – Kindness KS1 assembly</p> <p><i>Perfectly Norman</i> - Tom Percival Courage KS1 assembly</p> <p>ROSE – School initiative</p>
		<p>LITERACY</p> <p><i>Giraffes can’t dance</i> – Giles Andraea (Sum 2)</p> <p><i>Aarrgh! Spider</i> – Lydia Monks (Sum 1)</p> <p><i>Only One You</i> – Linda Kranz – story time (Aut 1)</p> <p><i>The Rainbow Fish</i> – Marcus Fister (Aut 1)</p> <p><i>The Wonky Donkey</i> – Craig Smith (Aut 2)</p>	<p>ENGLISH</p> <p><i>Super Duper You</i> – Sophie Henn (Aut 1)</p> <p><i>Norman the Slug with the silly Shell</i> – Sue Hendra (Spring 2)</p> <p><i>Ruby Finds a Worry</i> - Tom Percival (Aut 1)</p> <p><i>The Lion Inside</i> - Rachel Bright (Sum 2)</p> <p><i>After the Fall</i> – Dan Santat (Sum 2)</p>	<p>ENGLISH</p> <p><i>The Lonely Beast</i> – Chris Judge (Aut 2)</p> <p><i>Tyrannosaurus Drip</i> – Julia Donaldson story time (Aut 2)</p> <p><i>The Paper Bag Princess</i> – Robert Munsch (Spr 1)</p>

			<p>PSHE JIGSAW PUZZLE PIECES:</p> <p>“Dreams and Goals”</p> <ul style="list-style-type: none"> - Set an achievable & realistic goal for their learning - Understand how to work well with a partner - Tackle a new challenge and understand that this will stretch their learning - Identify obstacles and work out how to overcome them - Talk about their successes and how they celebrated them <p>“Changes”</p> <ul style="list-style-type: none"> - Discuss what change means, and what changes they have already been through - Discuss fears or worries about moving up into Year Two - Reflect on personal achievements and set targets for next year 	<p>“Healthy Me”</p> <ul style="list-style-type: none"> - What they need to keep their bodies healthy - To show and explain what being and feeling ‘relaxed’ means - To identify things which make them feel relaxed and some things which can make them feel stressed - How medicines work in their bodies and how important it is to use them safely <p>“Changing me”</p> <ul style="list-style-type: none"> - To prepare for their transition into a new school and beginning of Year Three - To recognise cycles of life in nature - To explain the natural processes of growing from young to old and understand that it cannot be controlled - To recognise how their bodies have changed since they were babies and where they are on the age continuum <p>“Goals to Success”</p> <ul style="list-style-type: none"> - How to choose a realistic goal and think about how to achieve it - How to persevere even when they find tasks difficult - To recognise who it is easy to work with and those who it is more difficult to work with
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 	<p>PSHE</p> <p>Anti-Bullying Week</p>	<p>ASSEMBLIES</p> <p>Assembly – e-safety (3 times a year)</p> <p>CEOP you tube channel (<i>Jessie and Friends</i>) videos</p> <p>‘Funny in your tummy’ song – (sung in KS1 assembly, Aut 1)</p> <p><i>Goldilocks a hash tag cautionary tale</i> – Jeanne Willis</p>	<p>ASSEMBLIES</p> <p>Assembly – safety (3 times a year)</p> <p>CEOP you tube channel (<i>Jessie and Friends</i>) videos</p> <p>‘Funny in your tummy’ song – (sung in KS1 assembly, Aut 1)</p> <p><i>Goldilocks a hash tag cautionary tale</i> – Jeanne Willis</p>
			<p>PSHE</p> <p>Anti-Bullying Week</p>	<p>PSHE</p> <p>Anti-Bullying Week</p>

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	<ul style="list-style-type: none"> 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. 	<p>COMPUTING</p> <p>Smartie the Penguin – EYFS Childnet story and ppt carpet session</p> <p>Digiduck Stories – EYFS UK safer Internet centre (4 stories and carpet sessions)</p>	<p>COMPUTING</p> <p>Aut 1: E-safety poster</p> <p>Lessons on E-safety and pupil Sign e-safety agreement</p> <p>E-safety sessions</p> <p>- to use technology safely and respectfully.</p> <p>- Identify where to go for help and support when they have concerns about content on the internet or other online technology.</p>	<p>COMPUTING</p> <p>E-safety leaflets</p> <p>Lessons on E-safety and pupil Sign e-safety agreement</p>
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 	<p>PSHE</p> <p>Circle Times and 1;1 discussions as required / appropriate</p>	<p>PSHE</p> <p>Circle Times and 1;1 discussions as required / appropriate</p>	<p>PSHE</p> <p><i>Let's Talk About Body Boundaries, Consent and Respect: Teach children about body ownership, respect, feelings, choices and recognizing bullying behaviours</i></p> <p>- Jayneen Sanders – story time / circle time</p> <p>Circle Times and 1;1 discussions as required / appropriate</p>
		<p>ASSEMBLIES AND EVENTS</p> <p>NSPCC PANTS: (the Underwear Rule) Pantosaurus story time</p>	<p>ASSEMBLIES AND EVENTS</p> <p>NSPCC PANTS (the Underwear Rule) assembly</p> <p>Pantosaurus –slide presentation, and classroom lesson.</p> <p>CONSENT – assembly 'Consent for kids' video – you tube</p>	<p>"Relationships"</p> <p>-To identify the different members of their families</p> <p>-To understand their relationships with each of them and know why it is important to share and cooperate</p> <p>- To understand that there are lots of forms of physical contact and that some is acceptable and some is not</p> <p>- To identify some of the things which cause conflicts</p>
		<p>LITERACY</p> <p>Hansel and Gretel – (Spr 2)</p>	<p>SCIENCE: 'Humans' topic (labelling body parts)</p>	
		<p>COMPUTING;</p> <p>MINI MASH: (Feelings projects) on the topic of feelings.</p> <p>MINI MASH: Paint Projects: Myself (discussion on themselves, their emotions and how they are feeling in a specific situation)</p>		<p>ASSEMBLIES AND EVENTS</p> <p>NSPCC PANTS (the Underwear Rule) assembly</p> <p>Pantosaurus –slide presentation, and classroom lesson.</p> <p>CONSENT – assembly 'Consent for kids' video – you tube</p>

		PSHE: Circle Times and 1;1 discussions as required / appropriate		PSHE: Circle Times and 1;1 discussions as required / appropriate
Sex Education	(Non-statutory)	PSHE: Circle Times and 1;1 discussions as required / appropriate	PSHE: Circle Times and 1;1 discussions as required / appropriate	PSHE: Circle Times and 1;1 discussions as required / appropriate
			SCIENCE (from NC statutory objectives) Humans: children learn to identify, name, draw and label the basic parts of the human body.	SCIENCE (from NC statutory objectives) Children learn that animals, including humans, have offspring which grow into adults. They create life cycle diagrams of human beings and understand that humans are born from their mother's body and are babies, toddlers, children, teenagers, adults and then become elderly. During these lessons there are discussions regarding the physical changes to the human body and growth.

Honesty

Respect

Courage

Kindness

Positivity

"All Different, All Equal, All Achieving"