

Larwood School

Part of Larwood Academy Trust

Achieve, Believe, Expect and Enjoy



Sandra Barr

Chair of Governors Signature

APPROVED DATE
JANUARY 2021

Sean Trimble

Headteachers Signature

Review Date

JANUARY 2022

RELATIONSHIP AND SEX EDUCATION POLICY

Headteacher: Mr Sean Trimble

Registered office: C/o Larwood School, Webb Rise, Stevenage, Hertfordshire. SG1 5QU, UK.

Company Number: 10359418

Telephone: 01438 236333 Email: admin@larwood.herts.sch.uk

AIMS

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

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

STATUTORY REQUIREMENTS

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

We 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.

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 Larwood School we teach RSE as set out in this policy.

POLICY DEVELOPMENT

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

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

DEFINITION

We recognise that Relationships and Sex Education forms a vital part of children’s education and we consider this to be especially the case for children who have Social, Emotional and Mental Health Issues to ensure that they develop well-rounded and healthy values and attitudes regarding their role in society and the world around them. This important curriculum area overlaps significantly with the work done in Science and PSHE (Personal, Social and Health Education) and it is taught largely under the banner of our science curriculum and SEAL (Social and Emotional Aspects of Learning) curriculum.

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.

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.

Primary sex education will focus on:

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

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

DELIVERY OF RSE

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

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

We use 1 Decision resources which are age appropriate and allow pupils to ask age appropriate questions as well as make decisions in a safe environment. Parents are free to access these resources if they wish by contacting the class teacher.

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).

ROLES AND RESPONSIBILITIES

1. The governing board

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

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/non-science] components of RSE (see section 8).

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
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

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.

Those responsible for teaching RSE at Larwood school are the individual class teachers. It may be that in year 6 one teacher takes a single gender and therefore a child may be taught by a teacher who is not their class teacher. Due to the nature of our structure the pupils will be familiar with all teachers in year 6.

4. Pupils

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

PARENTS' RIGHT TO WITHDRAW

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

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

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

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

TRAINING

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

MONITORING ARRANGEMENTS

The delivery of RSE is monitored by Bianca Osobu through:

Insert details of monitoring arrangements, such as planning scrutinies, book scrutinies and learning walks, etc.

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

This policy will be reviewed by Bianca Osobu annually. At every review, the policy will be approved by [the governing board and the headteacher].

APPENDIX 1: YEARLY OVERVIEWS

| YEAR ONE | | | |
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| Resources | AUTUMN 1 | AUTUMN 2 | SPRING 1 |
| <p>* 1 Decision for all topics including 1 decision videos with an A and B choice to help children make safe decisions. There are age appropriate videos that correlate with all of the topics</p> <p>Chris Quigley Personal Development curriculum resources including 'Try</p> | <p>Relationships: Working well together</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> • Know the school and classroom rules and how they help them • Agree rules for their class or group • Collaborate with others in work and play, sharing and taking turns • Contribute to a discussion or conversation • Put their views forward clearly and appropriately • Identify ways of helping in class and improving the | <p>Relationships: Other people are special too</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> • Know the different groups to which they belong: families, friends, school, etc. • Recognise worth in others • Make positive statements about other people • Understand the effect bullying can have on others and know who to tell in the event of experiencing or observing bullying • Show respect by listening to what other | <p>Health and Wellbeing: Caring for myself</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> • Own their own feelings, making "I" statements • Carry out personal routines • Name draw and label the basic parts of the human body and say which part of the body is to do with each sense. • Develop skills for maintaining personal hygiene, cleaning teeth, washing hands • Think about what can go on their body and in their body and that some substances can be |

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| <p>New Things'</p> | <p>environment by their own actions.</p> <ul style="list-style-type: none"> • Make simple choices between activities <p>E-safety</p> <ul style="list-style-type: none"> • Know what is meant by personal information and <p>develop an understanding of why this is special</p> <ul style="list-style-type: none"> • They develop an understanding of characteristics <p>for a trustworthy person</p> <ul style="list-style-type: none"> • Know that the internet can be used to find information and can navigate age appropriate websites • Begin to understand how to use a range of online games and apps • Collaborative work | <p>people say</p> <ul style="list-style-type: none"> • Understand that other people have needs • Consider the value of being a friend and having friends • Identify jobs in the classroom and school and know what contribution they make to the life of the class and school • Show a willingness to care for others • Recognise the ways their own behaviour affects others • Ask for and give permission <p>E-safety</p> <ul style="list-style-type: none"> • Have a secure understanding of the differences between real life scenarios and those that | <p>harmful</p> <ul style="list-style-type: none"> • Begin to understand how infections are passed between people (e.g. through cough and sneezing) • Know about medicines <p>E-safety</p> <ul style="list-style-type: none"> • Understanding the importance of being kind to others when communicating on the computer • Follow e-safety rules, asking for support/permission if they are unsure • Know who to go to if they come across an unsafe scenario when using the computer |
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| | | <p>take place on</p> <p>the computer</p> <ul style="list-style-type: none"> • Know that not all information they find on the internet is true • Develop their understanding of safe and unsafe scenarios on the internet • Recognise the differences between online communication techniques (email, online chat forums, social networking sites) | |
| YEAR ONE | | | |
| RESOURCES | SPRING 2 | SUMMER 1 | SUMMER 2 |
| * 1 Decision for all topics including 1 decision videos with an A and B | <p>Relationships: Caring for others</p> <p>Children should have opportunities to:</p> | <p>Health and Wellbeing: Keeping Safe</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> • Follow simple safety rules and | <p>Living in the Modern World: Looking forward</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> • Perform tasks independently |

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| <p>choice to help children make safe decisions. There are age appropriate videos that correlate with all of the topics</p> <p>Chris Quigley Personal Development curriculum resources including 'Try New Things'</p> | <ul style="list-style-type: none"> • Begin to accept everyone as an individual • Appreciate the difference between needs and wants • Respect others' needs, feelings and opinions • Begin to take some responsibility for self and others, e.g.: in the classroom, playground, school visits • Consider the value of being part of different groups and communities • Begin to recognise the way their choices can affect others. • Explore what improves and harms their local, natural and built environment <p>E-safety</p> <ul style="list-style-type: none"> • Say if a situation on the computer or an app has upset them and discuss this with a trusted adult/teacher • Use the internet to find out information | <p>instructions</p> <ul style="list-style-type: none"> • Know places that are safe • Appropriate and inappropriate touch (Let's Talk PANTS– NSPCC) • Appreciate the need to take care and the need for safe actions • Know some of the rules for keeping safe, e.g.: medicines, tablets, household substances, fire, water • Identify dangers by looking and listening • Be able to help others without risk to themselves (Stay Safe – British Red Cross lesson plan) • Care about keeping themselves and others safe <p>E-safety</p> <ul style="list-style-type: none"> • Communicate positively with trusted adults/known friends and teachers on | <ul style="list-style-type: none"> • Value their achievements and talents, want to do well, and make the most of opportunities • Review their progress and recognise personal achievements, strengths and weaknesses • Identify personal goals for improvement • Know some of the things that can cause different emotions • Be able to talk about a range of emotions and feelings. <p>E-safety</p> <ul style="list-style-type: none"> • Say if a situation on the computer or app has upset them and discuss this with a trusted adult/teacher • Use the internet or an app as a learning tool to assess their own learning • Know that the internet can be used to find information and can navigate age |
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| | <p>regarding keeping safe</p> <ul style="list-style-type: none"> • Send suitable and purposeful emails to communicate with familiar adults/known friends and teachers • Publish information safely on the internet with adult guidance | <p>the computer</p> <ul style="list-style-type: none"> • Discuss different scenarios that they may come across on the computer and reflect upon these, learning from their own experiences and those of others | <p>appropriate websites</p> <ul style="list-style-type: none"> • Use a range of online games and apps to develop their own learning |
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| YEAR TWO | | | |
| | AUTUMN 1 | AUTUMN 2 | SPRING 1 |
| <p>Collaborative Curious Empathetic Honest Independent Innovative Resilient Respectful</p> | <p>Living in the Modern World: Who's in charge?</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> • Communicate and collaborate with others to contribute to the life of the class and school • Know about shops, services and advertising • Know that we have to pay for what we buy • Know about the world immediately around them, including community services, libraries, leisure centres, museums, etc. • Know what improves and harms their local | <p>Relationships: Celebrating and recognising differences</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> • Be able to express positive statements about themselves and others • Recognise and name feelings • Feel good about themselves • Identify some similarities and differences between people such as | <p>Health and Wellbeing: My body is important</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> • Feel good about themselves • Value their bodies and monitor what they put into it • Understand the need for exercise and rest to keep healthy • Know the range of options open to |

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| | <p>environment and know some of the different ways people look after it.</p> <ul style="list-style-type: none"> •Observe surroundings and be able to make some judgments •Know people in their community who can help them •Respond with increasing confidence to new people and situations. <p>E-safety</p> <ul style="list-style-type: none"> •To recognise characteristics of a trustworthy person •Know what is meant by personal information •Recognise when a situation is unsafe and know who to go to for help and support •They can publish information safely on the internet with adult guidance | <p>gender, appearance, abilities, families and cultural background</p> <ul style="list-style-type: none"> • Know that people have things in common but that everyone is unique • Be proud of who they are and understand that difference does not mean better or worse • Explore the idea of fairness for all • Begin to question media messages and stereotypes. • Understand that bullying and teasing is an unacceptable response to difference <p>E-safety</p> <ul style="list-style-type: none"> • Children what is meant by personal information and develop an understanding of why this is special • They develop an understanding of characteristics for a trustworthy person •They recognise that pictures should only be shared with known trusted adults and | <p>them, e.g.: food, games and activities</p> <ul style="list-style-type: none"> • Understand that animals including humans have babies which grow into adults • Know that some diseases are infectious and can be controlled • Appreciate the need to take care, to be safe and care about keeping themselves and others safe • Know the names of more parts of their bodies • Know that they have rights over their own bodies (Let's talk PANTS – NSPCC) • Know when to keep a secret and when to tell. <p>E-safety</p> <ul style="list-style-type: none"> • Recognise what information should and should not be shared online • Show increasing awareness of and follow e-safety rules |
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| | | <p>through the guidance of a trusted adult</p> <ul style="list-style-type: none"> • They can publish information safely on the internet with adult guidance | <ul style="list-style-type: none"> • Know which adults are trustworthy and when to discuss a situation that is worrying them with these adults • Have a secure understanding of the differences between real life scenarios and those that take place on the computer • Know that not all information they find on the internet is true • Develop understanding of safe and unsafe scenarios on the internet and know what to do in an unsafe scenario |
| YEAR TWO | | | |
| RESOURCES | SPRING 2 | SUMMER 1 | SUMMER 2 |
| * 1 Decision for all topics including 1 decision videos with an A and B choice to help | <p>Relationships: Changing friendships</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> • Consider the qualities of a friend, and what | <p>Health and Wellbeing: Taking charge</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> • Appropriate and inappropriate touch | <p>Living in the Modern World: Looking Forward</p> <p>Children should have opportunities to:</p> |

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| <p>children make safe decisions. There are age appropriate videos that correlate with all of the topics</p> <p>Chris Quigley Personal Development curriculum resources including 'Try New Things'</p> | <p>they value in friends</p> <ul style="list-style-type: none"> • Understand what a friend is, and how to be a friend • Understand that friendships can change • Make new friends and deal with losing friends • Recognise and name feelings, including feelings associated with change • Begin to learn to manage feelings positively and effectively • Reflect and learn from their experiences. <p>E-safety</p> <ul style="list-style-type: none"> • Recognise the difference between online and real life scenarios • Show increasing awareness of when a situation is unsafe and approach a trusted adult when a situation becomes upsetting • With support make choices between which | <p>(Let's Talk PANTS– NSPCC) Repeat of year 1 as most children do not join in year 1 and may have missed this</p> <ul style="list-style-type: none"> • Develop personal values by being able to clarify what is important to them • Understand that they have choices, exploring ideas of good and bad, right and wrong and uncertain • Recognise choices they have made or can make • Recognise what is important to them in making choices • Learn to consider options and find relevant information • Think about how money can be spent other than on themselves • Recognise that their actions have consequences for themselves • Show awareness of their right to decide. | <ul style="list-style-type: none"> • Begin to take responsibility for self and others in and out of school, e.g.: classroom, playground, visits • Begin to understand about trust and reliability • Appreciate and want to care for their environment, classroom, school grounds, local area • Respect their own and other people's property – personal and public • Begin to value resources and understand that they are limited • Begin to accept everyone as an individual, respecting others' needs, opinions and feelings • Listen, concentrate and hold the attention of a listener • Reflect on how they have changed since starting school • Value their achievements, and be able to describe what they have achieved |
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| | online communication techniques are safe | <p>E-safety</p> <ul style="list-style-type: none"> • Recognise the importance of being kind to others when communicating online • Send suitable and purposeful emails to communicate with familiar adults/known friends and teachers • Publish information safely on the internet with adult guidance | <ul style="list-style-type: none"> • Set targets for themselves. <p>E-safety</p> <ul style="list-style-type: none"> • Use the internet or an app as a learning tool to assess their own learning • They are able to send suitable and purposeful emails to communicate with familiar adults/known friends and teachers • They know that the internet can be used to find information and can navigate age appropriate websites • Use a range of online games and apps to develop their own learning |
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| YEAR THREE | | | |
| RESOURCES | AUTUMN 1 | AUTUMN 2 | SPRING 1 |
| * 1 Decision for all topics including 1 decision videos with an A and B | <p>Health and Wellbeing: Settling in</p> <p>Children should have opportunities to:</p> | <p>Health and Wellbeing: Focus on feelings</p> <p>Children should have opportunities to:</p> | <p>Relationships: Making friends</p> <p>Children should have opportunities to:</p> |

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| <p>choice to help children make safe decisions. There are age appropriate videos that correlate with all of the topics</p> <p>Chris Quigley Personal Development curriculum resources including 'Try New Things'</p> | <ul style="list-style-type: none"> •Enjoy life at school •Know the rules, and understand expectations •Know where to get help in school •Recognise what is special about themselves and their abilities and interests •Collaborate, share and take turns. <p>E-Safety:</p> <ul style="list-style-type: none"> •Understand and abide by the schools acceptable use policy •Children are aware of the need to develop a set of online protocols in order to stay safe online. •Children develop awareness of relevant e-safety issues. | <ul style="list-style-type: none"> •Develop the language of feelings •Be able to express feelings in different ways •Recognise the impact of feelings on others. •Know how to use basic techniques to resist pressure •Know about bullying, why it happens and the effects •Think about how to deal with bullying and how to stop it happening it has on people <p>E-Safety:</p> <ul style="list-style-type: none"> •Develop awareness of relevant e-safety issues, such as cyber-bullying. •Children understand and abide by the school's internet safety policy and know that it contains rules that exist in order to keep children safe online. •Understand what personal information | <ul style="list-style-type: none"> •Think about being a friend •Know what we do that makes each other happy, sad and cross •Know what helps and hinders friendships •Consider ways of resolving differences •Be able to initiate friendships. <p>E-Safety:</p> <ul style="list-style-type: none"> •Children develop strategies for staying safe when using the Internet. •Children to use the Internet to undertake independent and appropriate research and attempt to distinguish between fact and fiction. |
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| | | <p>should be kept private.</p> <ul style="list-style-type: none"> • Know that passwords keep information secure and that they should be kept private. | |
| YEAR THREE | | | |
| RESOURCES | SPRING 2 | SUMMER 1 | SUMMER 2 |
| <p>* 1 Decision for all topics including 1 decision videos with an A and B choice to help children make safe decisions. There are age appropriate videos that correlate with all of the topics</p> <p>Chris Quigley Personal</p> | <p>Health and Wellbeing: Keeping safe</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> • Consider how they contribute to making the school environment a safe place • Know how to give basic first aid and what to do in an emergency (Help Save Lives – British Red Cross lesson plan) • Know school safety rules relating to medicines • Know that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • Recognise the difference between males and | <p>Relationships: In someone else’s shoes</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> • Recognise and challenge gender stereotypes • Recognise that families are different and to challenge stereotypes about families • Respect the views of their peers, parents, teachers and people of different faiths and cultures • Understand that there are many social groups in society in terms of culture, religion, age, etc. • Know that people live their lives in different ways and that different cultures | <p>Living in the Modern World: People and their work</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> • Know the range of jobs and work roles carried out by people they know and what they like/dislike about their work • Identify ways in which different types of work are similar or different to each other • What it means to be ‘enterprising’ <p>E-Safety:</p> <ul style="list-style-type: none"> • Use a range of online communication tools, such as email, forums and polls. |

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| <p>Development curriculum resources including 'Try New Things'</p> | <p>females including body parts</p> <ul style="list-style-type: none"> • Know they have the right to protect their bodies from unwanted contact (Let's Talk PANTS – NSPCC) <p>E-Safety:</p> <ul style="list-style-type: none"> • With adult guidance use child-friendly search engines independently to find information through key words. • Discuss the importance of becoming discerning in the information we look for during an Internet search. • Understand that the Internet contains fact, fiction and opinions and begin to distinguish between them. | <p>may have different life patterns</p> <ul style="list-style-type: none"> • Respect other people's feelings, decisions, rights and bodies. • Know that everyone has human rights <p>E-Safety:</p> <ul style="list-style-type: none"> • Children begin to use a range of online communication tools, such as forums, email and polls, in order to formulate, develop and exchange | <ul style="list-style-type: none"> • Know how to deal with unpleasant forms of electronic communication (save the message and speak to a trusted adult). • Be able to discern when an email should or should not be opened. |
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| YEAR FOUR | | | |
| RESOURCES | AUTUMN 1 | AUTUMN 2 | SPRING 1 |
| * 1 Decision for | Health and wellbeing: Feeling good | Relationships: Ups and downs in | Relationships: Changes in families |

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| <p>all topics including 1 decision videos with an A and B choice to help children make safe decisions. There are age appropriate videos that correlate with all of the topics</p> <p>Chris Quigley Personal Development curriculum resources including 'Try New Things'</p> | <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> •Appreciate home and school values •Make "I" statements about their interests and feelings •Explore the concept of keeping something confidential or a secret •Recognise and be sensitive to the needs and feelings of others •Clarify what is important to them •Form reasoned opinions <p>E-Safety:</p> <ul style="list-style-type: none"> •Understand and abide by the school's acceptable use policy. •Be aware of the need to develop a set of online protocols in order to stay safe online. •Develop awareness of relevant e-safety issues | <p>relationships</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> •Know that there are many different patterns of friendship •Understand the meaning of friendship and loyalty •Be able to be honest •Understand how loss can come in many forms •Know where to get help in school and through help lines when facing problems •Understand that it is wrong for children to be bullied or abused by other children or adults. <p>E-Safety:</p> <ul style="list-style-type: none"> •Continue to develop awareness of relevant e-Safety issues, such as cyber-bullying. •Children understand and abide by the | <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> •Develop understanding of different types of relationships and families •Understand what families are, and what members expect of each other •Know the different changes that take place in human life •Develop skills needed for relationships, such as listening, supporting, showing care. <p>E-Safety:</p> <ul style="list-style-type: none"> •Safely use the Internet for research and follow lines of enquiry. •Understand the function of a search engine and the importance of using correct search criteria. •Use the internet as a resource to support their work, and begin to understand plagiarism. •Know that not everything they find on |
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| | | <p>school internet safety policy and aware of the implications of not following the rules.</p> <ul style="list-style-type: none"> •Children understand that a password can keep information secure and the need to keep it a secret | <p>the Internet is true and know what to do if they find something they are uncomfortable with.</p> |
| YEAR FOUR | | | |
| RESOURCES | SPRING 2 | SUMMER 1 | SUMMER 2 |
| <p>* 1 Decision for all topics including 1 decision videos with an A and B choice to help children make safe decisions. There are age appropriate videos that correlate with all of the topics</p> | <p>Health and wellbeing: Keeping healthy</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> •Accept responsibility for personal cleanliness •Know that bacteria and viruses can affect health and that transmission may be reduced when simple safe routines are used •Know about different cultural practices in health and hygiene •Know some of the options open to them in developing a healthy lifestyle now and in the future •Learn about the physical and emotional | <p>Health and wellbeing: Keeping safe</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> •Think about risks and hazards in the environment and where to go for help •Know about the range of legal drugs encountered in everyday life, including over-the-counter drugs such as aspirin, drugs which are prescribed as medicines, tea, coffee, alcohol and tobacco • Understand that human rights take precedence over national laws, family and community practices. | <p>Living in the Modern World: Looking forward</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> •Look forward to new situations •Assess positive things about themselves and set personal goals •Record information about current events and choices they will make in the future •Have realistic aspirations when target setting •Think about financial implications of |

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| <p>Chris Quigley Personal Development curriculum resources including 'Try New Things'</p> | <p>changes associated with puberty</p> <ul style="list-style-type: none"> •Understand and describe the main stages of the human life cycle •Identify some basic facts about puberty, reproduction and pregnancy <p>E-Safety:</p> <ul style="list-style-type: none"> •Use internet search engines to gather resources for their own research work. •Be aware of different search engines and discuss their various features (e.g. Google image & video search). •Understand the importance of framing questions into search criteria when conducting web searches. •Be aware that not everything they find online is accurate and that information needs to be checked and evaluated. | <p>E-Safety:</p> <ul style="list-style-type: none"> •Use a range of communication tools to collaborate and exchange information with others, e.g. email, blog, forums | <p>future needs and wants.</p> <ul style="list-style-type: none"> •Explore what it means to be 'enterprising' <p>E-Safety:</p> <ul style="list-style-type: none"> •Use online communication tools to exchange and develop their ideas in a range of curriculum opportunities. •Use sensitive and appropriate language when using online communication tools. •Use email as a form of communication, use the "To" box and add a subject heading. •Add an attachment to an email. •Develop understanding of when it is unsafe to open an email or an email attachment. |
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| YEAR FIVE | | | |
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| RESOURCES | AUTUMN 1 | AUTUMN 2 | SPRING 1 |
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| <p>* 1 Decision for all topics including 1 decision videos with an A and B choice to help children make safe decisions. There are age appropriate videos that correlate with all of the topics</p> <p>Chris Quigley Personal Development curriculum resources including 'Try New Things'</p> | <p>Living in the Modern World: Looking ahead</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> •Look forward to new situations •Assess positive things about themselves and set personal goals •Record information about current events and choices they will make in the future •Have realistic aspirations when target setting •Think about financial implications of future needs and wants. <p>E-Safety:</p> <ul style="list-style-type: none"> •Recognise and confidently follow a range of protocols for keeping safe online and when using apps •Recognise which personal information is appropriate to share online and when to do so •Recognise inaccuracies and bias online, | <p>Health and Wellbeing: Risks and pressures</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> •Develop a positive approach and self-motivation towards personal safety and risk taking •Identify decisions they may need to make •Learn to be assertive, especially in the face of pressure from others – saying “No” •Keeping things confidential or secret •The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking •Knowing how to make a clear and efficient call to emergency services if necessary (Emergency Action – British Red Cross lesson plan) | <p>Relationships: We are all different</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> •Know that differences between people are caused by different genes and different environments •Know that people’s responses to ideas and events may be determined by age, religion or culture •Value cultural background of self and others •Know that different people live their lives in different ways and that different cultures may have different life patterns •Consider gender stereotyping and sexuality •Demonstrate and promote tolerance, understanding, respect and acceptance of difference •Understand that bullying is an unacceptable response to difference |

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| | <p>evaluating the validity of a range of websites</p> <ul style="list-style-type: none"> •Use the internet as a resource to support their work, asking appropriate questions and finding the answers •Using age appropriate website | <p>E-safety</p> <ul style="list-style-type: none"> •Understand the potential risks of providing personal information in a range of ways online •Recognise that not everyone online is who they say they are •Able to speak to a trusted adult/teacher when faced with situations that may cause a risk or pressure to them •Develop an understanding of situations to avoid and remove themselves from when working online | <p>E-safety</p> <ul style="list-style-type: none"> •Use a range of tools to exchange information and collaborate with others within and beyond their school •Demonstrate respect for the rights of other internet users •Recognise unacceptable online behaviours •Act positively towards others when communicating on the internet |
| YEAR FIVE | | | |
| RESOURCES | SPRING 2 | SUMMER 1 | SUMMER 2 |
| * 1 Decision for all topics including 1 decision videos with an A and B choice to help children make safe decisions. There are age | <p>Health and wellbeing: It's my body</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> •Be able to discuss and choose the healthy options in relation to food, hobbies, rest, etc. •Know how changes at puberty affect the | <p>Living in the Modern World: Being involved in my community</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> •Value opportunities for new experiences in and out of school, including opportunities to meet adults other than | <p>Living in the Modern World: Looking at the world</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> •Know the variety of communities to which they simultaneously belong •Know about public service provision, locally and nationally and that this is not |

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| <p>appropriate videos that correlate with all of the topics</p> <p>Chris Quigley Personal Development curriculum resources including 'Try New Things'</p> <p>Menstruation social stories, practical resources, all developed for Larwood school by Larwood staff. There are also books available.</p> | <p>body in relation to hygiene</p> <ul style="list-style-type: none"> • Know ways to get help during puberty • Know that body changes are a preparation for sexual maturity, including menstruation* and wet dreams • Be able to discuss and ask questions about changing bodily needs in single sex groups • Appreciate the importance of friendship in intimate relationships • Describe how some animals and plants reproduce and the differences in life cycles <p>E-safety</p> <ul style="list-style-type: none"> • They understand the potential risks of providing personal information in a range of ways online • Recognise their own right to be protected from technology that is inappropriately used by others and the need to respect the rights of other users • Develop an understanding of situations to avoid and remove themselves from when | <p>teachers</p> <ul style="list-style-type: none"> • Take a constructive interest in their local community and begin to take on a wider sense of social responsibility • Know what they are good at and how it can help a group perform a task • Appreciate the aesthetic qualities of their surroundings • Understand how they and others can cause changes for better or for worse, both in their immediate surroundings and in the wider community • Contribute to a discussion and put their own views forward clearly and appropriately. <p>E-safety</p> <ul style="list-style-type: none"> • Use a range of tools to exchange information and collaborate with others within and beyond their school • Understand the issues surrounding copyright and acknowledging sources | <p>free</p> <ul style="list-style-type: none"> • Know the benefits and costs of personal spending decisions on themselves, the local community, the local economy and on people in other parts of the world • Research information and identify relevant issues • Use different modes of communication to express personal and group views about social and environmental issues • Develop skills that make someone 'enterprising' <p>E-safety</p> <ul style="list-style-type: none"> • Use a range of internet sites and apps as a learning tool to find appropriate information • Use of a range of communication tools (email, social networking sites, blogs) to positively, effectively and safely communicate with people outside their |
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| | <p>working online</p> <p>* menstruation may be taught earlier in the school year to female pupils as studies show that girls with autism may go through this change earlier.</p> | <p>when necessary</p> <ul style="list-style-type: none"> •Contribute positively to online blogs or chat sites while continuing to follow e-safety rules | <p>school</p> |
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| YEAR SIX | | | |
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| RESOURCES | AUTUMN 1 | AUTUMN 2 | SPRING 1 |
| <p>* 1 Decision for all topics including 1 decision videos with an A and B choice to help children make safe decisions. There are age appropriate videos that correlate with all of the topics</p> | <p>Health and Wellbeing: Managing conflict</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> •Talk about their own feelings and reactions •Read and express non-verbal messages •Recognise that one’s actions have consequences for themselves and others •Manage a range of emotions such as excitement, anger, jealousy •Develop strategies to avoid conflict in situations, including bullying •Coping with loss, including bereavement •Resolving problems and conflicts | <p>Living in the modern world: Rights, responsibilities and the law</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> •Know their individual rights and responsibilities at home, in school and in the community •Gain simple knowledge about the law and understand that rules and the law are designed to protect •Appreciate the positive impact of human beings on plants, animals and the | <p>Health and wellbeing: Taking responsibility for my own safety</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> •Be able to express positive things about themselves and their values •Take responsibility for their bodies and behaviour •Choose the right decision-making approach in a real or simulated situation, including being assertive •Recognise the need to ask for support sometimes, know who to ask and how to |

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| <p>Chris Quigley Personal Development curriculum resources including 'Try New Things'</p> | <p>democratically using discussion</p> <ul style="list-style-type: none"> •Recognise stereotyping in attitudes in the media and the impact of the media in reinforcing equal opportunities •Develop a sense of fair play in their dealings with peers and others. <p>E-safety</p> <ul style="list-style-type: none"> •Evaluate their own use of the internet and how they present themselves online to others •Show increasing awareness of the issues surrounding cyber-bullying •Understand what impact the words of others or their own can have on other individuals | <p>environment</p> <ul style="list-style-type: none"> •Demonstrate that their reasoning is informed and considered •Use varied and appropriate language to express their ideas •Gain knowledge of what happens when human rights are not respected <p>information about priorities for spending</p> <ul style="list-style-type: none"> •Begin to be able to manage money, budgeting and accounting. <p>E-safety</p> <ul style="list-style-type: none"> •They confidently use the internet and apps to find out information and evaluate their effectiveness •Decide which computer tool is the most effective to use for a specific purpose | <p>find out more.</p> <ul style="list-style-type: none"> •Differences between acceptable / unacceptable physical contact •Keeping things confidential or secret •Know ways of coping with difficult emotions, fears and worries <p>E-safety</p> <ul style="list-style-type: none"> •Know that some adults may use the internet to make contact with children •Recognise the early signs of abuse and speak immediately to a trusted adult/teacher about these they exchange and share ideas with a wider audience using a range of tools (email, online blogs, social networking sites, mobile phones) •Recognise what is appropriate to share online or within an app and follow e-safety protocols regarding sharing personal information |
| <p>YEAR SIX</p> | | | |

| RESOURCES | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| <p>* 1 Decision for all topics including 1 decision videos with an A and B choice to help children make safe decisions. There are age appropriate videos that correlate with all of the topics</p> <p>Chris Quigley Personal Development curriculum resources including 'Try New Things'</p> | <p>Living in the Modern World: Looking forward</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> •Find out about different job roles and the range of knowledge, skills and personal qualities required for different types of work •Understand the role of voluntary, community and pressure groups •Recognise the lives of people living in other places •Act confidently •Understand what affects mental health, e.g.: the balance between work and leisure, positive relationships •Develop enterprise skills and understand its importance for work and society <p>E-safety</p> <ul style="list-style-type: none"> •Show increasingly awareness of copyright | <p>Relationships: Changing relationships</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> •Think about making new relationships as they get older •Understand about parenthood and, if they wish to marry, having the right to choose who they marry •Know about human sexuality and that it is expressed in different ways, •Understand what it means and have some words to describe it •Appreciate different ways of loving and its importance to a range of relationships •Different types of relationships, including marriage and civil partnership between two people of the same or opposite sex •Answer each other's' questions about sex and relationships with confidence and know where to find support advice | <p>Health and wellbeing: Transition and managing change</p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> •Understand about the nature of change •Look forward and cope with the transition to secondary school •Recognising the benefits of, and challenges to, making new friends •Review personal experiences as a basis for setting new targets •Develop simple vocabulary for describing personal effectiveness and setting personal goals •Know what affects positive mental health •Present themselves confidently and positively. <p>E-safety</p> <ul style="list-style-type: none"> •Show increasing awareness of new |

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| | <p>laws</p> <ul style="list-style-type: none"> • Know that not all information on the internet is legal to use or to copy • Select copyright free images from sources such as Audio networks and NEN image gallery • Develop strategies for establishing a website origin | <ul style="list-style-type: none"> • How puberty changes can affect our emotions and feelings and ways to manage this; questions about puberty and change, and their effects on wellbeing. including periods and wet dreams. • Sex education: adult relationships and human reproduction, including different ways to start a family. NON STATUTORY <p>E-safety</p> <ul style="list-style-type: none"> • They are aware of potential dangers online, showing increasing ability to recognise early signs of these and seek trusted adult/teacher advice • They are aware of what personal information is appropriate to share, only doing so with trusted adults/friends and teachers | <p>technology and how to effectively use it</p> <ul style="list-style-type: none"> • Use a range of computer programs and apps to assess learning and set targets • Review their computer/app usage, including the benefits of balancing time spent on and offline • Know how to keep safe and well when using a mobile phone • Describe how the use of a mobile phone can affect their lifestyle, health and wellbeing (such as quality of sleep) |
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APPENDIX 2: BY THE END OF PRIMARY PUPILS SHOULD KNOW

| TOPIC | PUPILS SHOULD KNOW |
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| 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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| <p>RESPECTFUL RELATIONSHIPS</p> | <p>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</p> <ul style="list-style-type: none"> • 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>ONLINE RELATIONSHIPS</p> | <p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <ul style="list-style-type: none"> • 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 |

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| 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 |
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To be completed by the school

Agreed actions
from discussion
with parents

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| Agreed actions from discussion with parents | |
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