Suckley School

Relationships and Sex Education (RSE) Policy

Responsible Person: E Boyle

Date Written: November 2020

Last reviewed: May 2025

Review Schedule: Annually

Suckley School Relationships and Sex Education Policy

Introduction

This policy outlines the teaching, organisation and management of relationship and sex education taught and learnt at Suckley School. The policy has been drawn up as a result of whole staff and parent body consultation and is supported by the governing body. The implementation of this policy is the responsibility of all teaching staff. The policy will be monitored and reviewed by the PSHE lead.

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 – the PSHE lead collated all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

Relationships and Sex Education has been a statutory component of the PSHE and Citizenship curriculum in Primary Schools from September 2020. It involves learning about the many strands of 'relationships' and 'growing up.' RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, 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.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

There is a strong emphasis on 'safe relationships within the security of a committed, loving relationship' where children will be taught, and given the chance to explore, the concepts of personal safety, self-esteem and personal support networks. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. There will also be a focus on the fact that children grow into adults in different ways and at different rates.

We do not use RSE as a means of promoting or dismissing any form of sexual orientation. We aim to provide a holistic education for all children. Every pupil will receive their full entitlement to RSE,

regardless of their educational ability, gender, race, disability, sexual orientation, ethnicity or faith. Relationships and Sex Education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity and to develop positive attitudes towards all types of family relationships.

Statutory requirements

Compulsory aspects of Relationships, Sex and Health Education at the end of primary expectations, and the curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). 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.

When any school provides RSE they must have regard to the Secretary of States guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28).

It is compulsory for all schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014). Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2022) and includes a additional section about being alert to signs that young girls may be at risk of female genital mutilation (FGM).

Organisation

RSE is part of our wider PSHE curriculum. Staff will use a variety of teaching strategies and approaches in keeping with the maturity of the pupils. This will also include the use of the correct terminology. This is supported by the use of the Twinkl RSE scheme. Our two-year rolling programme, showing a breakdown of these units is found in Appendix 1. We may need to adapt this as and when necessary.

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

- different types of relationships;
- attraction;
- difference between gender and sexual orientation;
- marriage;
- different types of family structures;
- friendship;
- healthy relationships;
- bullying;
- physical contact.

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).

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being.

The Health Education programme at our school (Appendix 4), is holistic and promotes the health and well-being of the child as a whole. It covers:

- balanced, healthy lifestyles;
- physical health;
- healthy diets;
- importance of regular exercise;
- importance of sleep;
- bacteria and viruses;
- medicines;
- oral hygiene;
- sun exposure;
- the internet;
- mental health;
- emotions and feelings;
- personal identity (gender, ethnicity, faith etc.);
- puberty/human reproduction.

As a school we aim that all children are ready for life and for the challenges of living in the wider world. We aim to support this by covering:

- rules and laws;
- human rights;
- rights and responsibilities;
- communities;
- diversity;
- stereotypes;
- prejudice;
- discrimination;
- internet/social media;
- money;
- jobs/careers.

Primary sex education will focus on:

- preparing boys and girls for the changes that adolescence brings
- how a baby is conceived and born

In addition, we use the NSPCC initiative PANTS throughout the school, to teach our children about their own bodies and staying safe. In addition to this, an NSPCC representative visits the school to work with children in upper Key Stage 2, and focuses on developing resilience and providing children with the skills they need to keep them safe.

PANTS stands for:

P = Privates are private

A = Always remember your body belongs to you
N = No means no
T = Talk about secrets that upset you
S = Speak up, someone can help
At all times we will reflect upon the emotional development of the children and will present the information in a non-judgemental and sensitive way, ensuring that children feel comfortable.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

Parental Support

The government guidance on Relationships, Sex Education and Health Education (DfE, 2021) emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Parents should be given every opportunity to understand the purpose and content of RSE. There will be an opportunity for parents to view the resources we will use for the RSE sessions if they wish. Our aim is to build a positive and supportive relationship with parents as we believe that parents and carers play the primary role in this aspect of their child's development and understanding.

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

Parents have the right to withdraw their children from the non-science components of sex education within RSE. Requests for withdrawal should be discussed with the headteacher or PSHE lead who will explore any concerns and discuss any impact that withdrawal may have on the child. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. Further advice and guidance from the DfE can be found in Appendix 2. Should parents still choose to withdraw then it should put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

Confidentiality and Child Protection/ Safeguarding Issues

At Suckley School, we aim to foster and maintain a safe environment within which all pupils feel able to ask questions and discuss issues openly (although no pupil or teacher will have to answer personal questions or forced to take part in discussions.) For any child wishing to discuss something confidential relating to content of the lesson, an opportunity will be given.

All classes will make available a class 'thought/question box' which gives children the option of writing down their questions and receiving an answer that is not provided in front of the whole class. Distancing techniques are employed so children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

In line with the school's Policy for Safeguarding and Child Protection, we are committed to safeguarding and promoting the welfare (both physical and emotional) of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken. All Staff will exercise their professional judgement in order to keep their pupils safe.

Ground rules are agreed within PSHE for each class. This ensures a safe environment for group discussion and exploring delicate topics. Information given, and the views expressed by the pupils, will be treated in confidence where possible. However, pupils will be informed that 100% confidentiality cannot be assured. If any child makes a disclosure of a safeguarding issue - as with all such instances - the teacher will inform the Designated Safeguarding Lead (DSL) in accordance with Suckley School's policy on Safeguarding and Child Protection.

Sensitive Issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Dealing with Questions

It is important that teachers know how to respond to unexpected or awkward questions:

- If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed.
- When staff feel it is more appropriate they may refer a child's questions back to the parents.
- If a question raises concerns about possible sexual abuse, child protection procedures will be followed.

Girl's understanding of sanitary products and disposal in school

As part of lessons on puberty girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils, and will to the best of its ability, ensure that girls have access to appropriate sanitary products during school time.

Roles and responsibilities

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

The headteacher: is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE.

All 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-science components of RSE.

Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

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

Monitoring and Review

The delivery of RSE is monitored annually by the PSHE Leader. Pupils' development in RSE is monitored by class teachers as part of individual lessons. The Curriculum Committee of the governing body monitors the RSE policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.

Parents and carers have the right to see sample materials used within the teaching of RSE and can do so by prior appointment with a member of staff, or at any open evening the school chooses to hold about this curriculum area.

Appendix 1: Our Curriculum

EYFS		
Autumn 1	**Safety** • Classroom safety • Emergency aid	
Autumn 2	**Relationships** • Bullying- **link to anti-bullying week November** • friendship	
Spring 1	**Safety** • Internet Safety- **Link to e-safety day in February** **Effective learning** • Characteristics of effective learning	
Spring 2	**British Values** • Democracy • The need for rules • Diversity- **link to comic relief March** • I belong	
Summer 1	**Safety** • Road safety • Fire safety	
Summer 2	**Changes and New Beginnings** **Safety** • Sun and Water	
KS1	**Cycle 1**	**Cycle 2**
Autumn 1	**Be Yourself** • Marvellous me • Feelings • Things I like • Uncomfortable Feelings • Changes • Speak up	**Think positive** • Think happy, feel happy • It's your choice • Go getters • Let it out • Be thankful • Be mindful
Autumn 2	**VIPs** • Who are your VIPs	**TEAM- link to anti bullying week November**

	• Families • Friends • Falling out • Working together • Showing you care	• Together Everyone achieves more • Listening • Being kind • Bullying and Teasing • Brilliant Brains • Making good choices
Spring 1	**Safety First** • Keeping safe • Staying safe at home • Staying safe outside • Staying safe around strangers • Safe secrets and surprises People who can help	**Digital Wellbeing- Link to e-safety day February** • The internet and me • Staying safe online • Personal information • Communicating online • True or false?
Spring 2	**One World- Comic relief link March** • Families • Homes • Schools • Environments • Resources • Plant protectors	**Diverse Britain** • My School • My community • My neighbourhood • My Country • British people • What makes me proud of Britain
Summer 1	**It's my body*** • My body, my business • Active and asleep • Happy, healthy food • Clean as a whistle • Can I eat it? • I can choose	**Growing up*** • Our bodies • Is it okay? • Pink and blue • Your family, my family • Getting older • Changes
Summer 2	**Money Matters** • Money • Where money comes from • Look after it • Save or spend • Want or need • Going shopping	**Aiming High** • Star qualities • Positive learners • Bright futures • Jobs for all • Going for goals • Looking forward
LKS2	**Cycle 1**	**Cycle 2**
Autumn 1	**Be Yourself** • Pride • Feelings • Express yourself • Know your mind • Media -wise • Making it right	**Think Positive** • Happy mind, happy people • Thoughts and feelings • Changes • Keep calm and relax • You're the boss • Always learning
Autumn 2	**VIPs** • Family and friends • Fabulous friends	**TEAM** • A new start

	• Is this a good relationship? • Falling out • What is bullying? • Stand up to bullying	• Together everyone achieves more • Working together • Being considerate • When things go wrong • Responsibilities
Spring 1	**Safety First** • New responsibilities • Risks, hazards and danger • Under pressure • Safety when out and about • Dangerous substances • Injuries and emergencies	**Digital Wellbeing- link to e-safety day February** • The digital world • Digital kindness • Do I know you? • Online information • Keep it private My digital wellness
Spring 2	**One World** • Chiwa and Kwende • Chiwa's dilemma (1) • Chiwa's dilemma (2) • Chiwa's sugar • Chiwa's world • Charity for Chiwa	**Diverse Britain** • Living in the British Isles • Democracy • Rules, laws and responsibilities • Liberty • Tolerance and Respect • What does it mean to be British?
Summer 1	**It's my body** • My body, my choice • Fit as a fiddle • Good night, good day • Cough, splutter, sneeze • Drugs: healing or harmful? • Choices everywhere	**Growing up** • Human reproduction • Changes in boys • Changes in girls • Changing emotions • Relationships and families • Where do I come from?
Summer 2	**Money Matters** • Where does money come from? • Ways to pay • Lending and borrowing • Prioritise • Advertising • Keeping track	**Aiming High** • Achievements • Goals • Always learning • Jobs and skills • No limit • When I grow up
UKS2	**Cycle 1**	**Cycle 2**
Autumn 1	**Be Yourself** • You're are unique • Let It Out! • Uncomfortable Feelings • The Confidence Trick • Do the Right Thing • Making Amends	**Think positive** • The cognitive triangle • Thoughts are not facts • Face your feelings • Choices and consequences • Being present • Yes I can
Autumn 2	**VIPs** • People we love • Think before you act • It's okay to disagree	**TEAMS- link to anti bullying week November** • Together everyone achieves more • Communicate

	• You decide • Secrets • False friends	• Compromise and collaborate • Care • Unkind Behaviour • Shared responsibilities
Spring 1	**Safety First** • You are responsible • Safety first • Making your mind up • In an emergency • At home- safe and sound • Outdoors- playing it safe	**Digital Wellbeing- link to e-safety day February** • My digital life • Staying safe, happy and healthy online • Online relationships • Social Media • Saying no to online bullying • Fake news
Spring 2	**One World – link to Comic Relief March** • Global citizens • Global warming • Energy • Water • Biodiversity • In our hands	**Diverse Britain** • Identities • Communities • Respecting the law • Local government • National government • Making a difference
Summer 1	**My body*** • Your body is your own • Exercise right, sleep tight • Taking care of our bodies • Harmful substances • How we think and feel about our bodies • Healthy choices	**Growing up*** • Changing bodies • Changing Emotions • Just the way You Are • Relationships • Let's Talk About Sex • Human Reproduction
Summer 2	**Money Matters** • Look after it! • Critical consumers • Value for money and ethical spending • Budgeting • Borrowing and Saving • Money in the wider world	**Aiming High** • You can achieve anything • Breaking down barriers • Future Focus • Equal opportunities • The world of work • Onwards and upwards

*RSE units

<u>Cross Curricular links</u>

Digital wellbeing has links and crossover to the computing curriculum.

My body and growing up has links and crossover to the science curriculum.

One world and Diverse Britain has links and crossovers to RE and Geography curriculum

Be yourself, Think positive, Aiming high, VIPs, Teams, Safety first and My Body all have links to the Thrive approach and can be used in conjunction with whole class action plans.

Appendix 2: DFE advice and guidance on RE

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Health Education

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



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.





Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

If you want to know more about what will be taught as

Appendix 3: Withdrawal from sex education within RSE

For parent/carer to complete:

Name of child:	Class:
Name of parent:	Date:
Reason for withdrawing from sex education within relationships and sex education:	
Any other information you would like the school to consider:	
Parent/carer signature:	

For the school to complete:

Agreed actions from discussion with parent	

Appendix 4- Suckley School Curriculum planning for PSHE

Personal, Social, Health, Economic

(PSHE) & Citizenship Education

(including Relationships Education)

Suckley School Curriculum Planning Years R- 6

Personal, Social, Health and Economic (PSHE) Education is a school curriculum subject in England which focusses on developing the knowledge, skills and attributes to keep children and young people healthy and safe and to prepare them for life and work. PSHE education is non-statutory subject but it is defined by the schools' inspectorate Ofsted as a planned programme to help children and young people develop fully as individuals and as members of families and social and economic communities. Its goal is to equip young people with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly. It is therefore an important and necessary part of all pupils' education. The government says that all schools should teach PSHE, drawing on good practice, and this expectation is outlined in the new national curriculum.

Parent & Carer Copy

Many of the planning resources can be found on the 'TWINKL' website. These 'Twinkl' units for PSHE and Citizenship help develop the qualities and attributes children need to be healthy, independent and active participants in society.

The whole-school PSHE scheme of work includes units on British Values, Global Citizenship, Personal Safety, Health, Relationships, Mental Wellbeing and more, supporting our school to deliver Social, Multicultural, Spiritual & Cultural (SMSC) provision.

All PSHE planning and resources are fully in line with the PSHE Association Programme of Study and meet the 2019 Draft Guidance for Statutory Relationships and Health Education.

See our curriculum programme overleaf (Years R-6) in which some units have been re-ordered/amended to fit best with Suckley's academic school year, to fit into a two year rolling- cycle for our mixed aged classes and to suit the specific cohorts that we currently have in our school.

An example of supplementary resources & texts that may be used are also detailed.

Note that texts marked with an ASTERIX* may contain details that are NON-STATUTORY.

Please speak to the PSHE Lead or a Senior Member of Staff to view any of our resources.

Our programme of study covers Key Stages 1 & 2 and is based on three core themes within which there is broad overlap and flexibility:

Core theme 1: Health and Wellbeing

Core theme 2: **Relationships***

Core theme 3: Living in the Wider World

*Please note the Government guidance on **Relationships*** Education in Primary Schools:*

1.12 **All primary schools should have a sex and relationship education programme** tailored to the age and the physical and emotional maturity of the children. It should ensure that **both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum.**

1.13 All children, including those who develop earlier than the average, **need to know about puberty before they experience the onset of physical changes**.

The draft guidance states that schools are free to determine how they address **LGBT** specific content, but the Department **"recommends that it is integral throughout the programmes of study."** (p12)

January 2017 additions to the PSHE POS include children are taught:

"…**that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership** (R20)"

Teachers will be required to teach the factual position that under the law, marriage can be between opposite sex couples and same sex couples… Sex and relationships education is categorically not about the promotion of a particular sexual orientation.

RECEPTION/EYFS - PSHE & Citizenship

The EYFS programme of Study (in relation to the prime area of Personal, Social and Emotional Development) covers such topics as: British values; changes & new beginnings; relationships & personal safety.

An example of supplementary resources & texts:

The Invisible String by Patrice Karst

(A heart-warming & reassuring story that addresses the issue of 'separation anxiety' to children of all ages.)

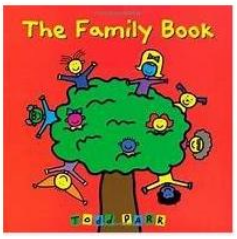


'It's OK to be different' & 'The Family Book' by Todd Parr

(A clever, child-friendly text celebrating multi-culturalism and delivering the important message of acceptance, understanding & self-confidence.)



(A bright & colourful picture book looking at family diversity)



YEAR 1

- PSHE & Citizenship

Team: This unit teaches teamwork, new beginnings and cooperation, developing classroom skills like listening and making good choices.

Money matters: This unit introduces financial education, including keeping money safe, shopping, saving and spending.

Britain: This unit introduces children to British Values, exploring neighbourhoods and communities, diversity and respect.

Be yourself: This unit teaches children about recognising and expressing emotions, skills of self-regulation and positive self-esteem.

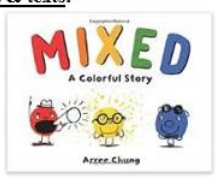
It's My Body: This unit incorporates healthy lifestyles, looking after your body, making healthy choices and consent.

Aiming High: This unit to teach children about careers, aspirations and goal setting while developing resilience and growth mind set.

An example of supplementary resources & texts:

Mixed – A colourful Story by Arree Chung

(A fun story about celebrating diversity and respecting differences).



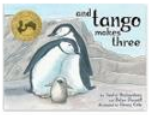
No Matter What by Debi Gliori

(A beautiful & lyrical picture book which proves to a child that a parent's love is limitless – no matter what!)



And Tango makes three by Justin Richardson & Peter Parnell

(A true story of 2 penguins who create a non-traditional family.)



YEAR 2 - PSHE & Citizenship

Note that units marked with an ASTERIX* may contain sessions that are NON-STATUTORY.

VIPS: This unit teaches children about special people in families and friendships, and how to care and be kind to them.

One World: This unit introduces Global Citizenship, teaching about similarities and differences with other cultures and caring for the environment.

Think Positive: This unit teaches mental health and emotional wellbeing, developing gratitude, mindfulness and self-regulation skills.

Respecting Rights: This unit teaches children about fundamental human rights and how we can make sure that our rights and those of others are met. Summer

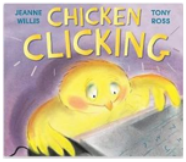
Growing Up*: This unit introduces Relationships Education & the process of growing up, keeping safe and consent. It considers the similarities & differences between girls' & boys' body parts.

Safety First: This unit teaches personal safety indoors and out, including online safety, people who can help and the 'underwear' rule.

An example of supplementary resources & texts:

Chicken Clicking by Jeanne Willis & Tony Ross

(A cautionary tale about the dangers of using the internet – 'Little Red Riding Hood' for the IPad generation.)



Alien nation by Matty Donaldson

(A bright, easy read that explores the idea of diversity, friendship & solidarity where everyine is free to be who they want to be without stereotypes.)



YEAR 3

- PSHE & Citizenship

TEAM: This unit teaches new beginnings, cooperation and teamwork, developing skills like conflict resolution and compromise.

Britain: This Unit to teach the British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance.

Be Yourself: This unit explores recognising and expressing feelings, being assertive, media influences and making amends.

Money matters: This unit teaches financial education, including advertising, wants and needs and strategies for keeping track of money.

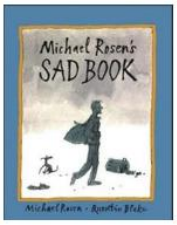
It's My Body: This unit explores sleep, healthy eating, exercise and teaches children about body autonomy and making healthy choices.

Aiming High: This unit to develop resilience and growth mind set while learning about careers, personal goals and aspirations.

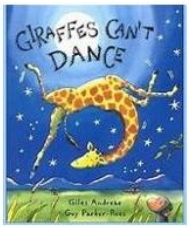
An example of supplementary resources & texts:

Michael Rosen's SAD BOOK

A wonderful book with fabulous illustrations. This book helps children to realise that feeling sad is natural and models some ways of dealing with the inevitable feelings that come with bereavement.



Giraffes Can't Dance by Giles Andreae - A heart-warming story about friendship.



YEAR 4 PSHE & Citizenship

Think Positive: This unit, including growth mind set, resilience, positive thinking and self-care.

Respecting Rights: This unit to explore human rights and to find out how to respect the rights of others.

VIPS: This unit teach about friendships and relationships, including making friends, falling out and bullying and teasing.

One World: This unit explores global citizenship topics like human rights, inequality, climate change, sustainability and charity.

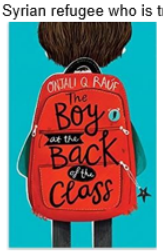
Money matters: This unit teaches financial education, including financial risk, being critical consumers, budgeting and value for money.

Safety First: This unit teaches children about online safety, road safety, dares, assessing dangers and when to seek help.

An example of supplementary resources & texts:

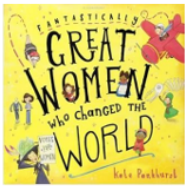
The boy at the Back of the Class by Onjali Rauf

A story about a young Syrian refugee who is trying to settle into his new life in the UK. A truly heart-warming story that children and adults can learn a lot from. Chanel & Amelia carries a message about inequality and being resilient.



Fantastically Great Women who changed the World by Kate Pankhurst

A super book which demonstrates women's impact on the world we live (including Anne Frank, Emmeline Pankhurst, Coco Aerhart). This book



- *Note that units marked with an ASTERIX* may contain sessions that are NON-STATUTORY.*

Autumn 1 Team: This unit develops classroom skills like behaviour, while teaching cooperation, teamwork and new beginnings. positive learning

Britain: This unit to teach about British Values topics, Local and National Government, community, identity and how to make a positive contribution.

Growing Up*: This sex and relationships unit includes information about parts of the body, human reproduction, puberty & healthy relationships.

Be Yourself: This unit teaches self-esteem, assertiveness, recognising and expressing emotions and managing difficult situations.

It's My Body: This unit explores healthy lifestyles, personal hygiene, harmful substances, making healthy choices and body image.

Aiming High: This unit teaches careers education such as aspirations, goal setting, equal opportunities, innovation and enterprise.

An example of supplementary resources & texts: *Note that texts marked with an ASTERIX* may contain details that are NON-STATUTORY.*

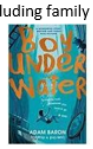
Amazing You! By Gail Saltz *

An easy to read picture book which can be used as introduction to Relationships & Sex Education.



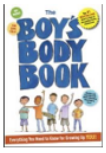
Boy Under Water by Adam Baron

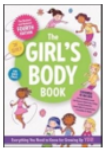
A heart-warming story that looks at mental well-being an and growing up - including family separation.



The Boy's/ Girl's Body Book – Everything you Need to Know for Growing up YOU! By Dunham/Bjorkman - fourth Edition- A book for children that includes many topics including their changing body, changing relationships they may experience with family and friends and discusses internet safety, healthy eating, puberty and bullying.

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YEAR 6 PSHE & Citizenship

VIPS: This unit teaches about healthy relationships including kindness, conflict, peer pressure and managing secrets and dares.

Think Positive: This unit about resilience and growth mind set to develop a positive attitude, self-regulation and mindfulness.

Respecting Rights: This unit investigates human rights and how rights respecting people protect and respect human rights around the world.

One World: This unit explores human rights, climate change, energy use, water conservation, biodiversity and protecting the environment.

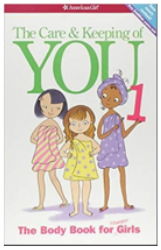
Growing up*: This unit teaches relationships & sex education, including body image, emotional changes, puberty, human reproduction and STIs.

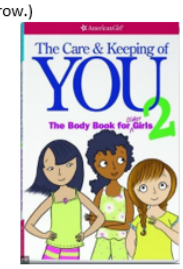
Safety First: This unit to explore online safety, behaving responsibly, assessing risk and what to do in an emergency.

An example of supplementary resources & texts: *Note that texts marked with an ASTERIX* may contain details that are NON-STATUTORY.*

The Care & Keeping of YOU –1 **&** **The Care & keeping of YOU – 2*** **American Girl**

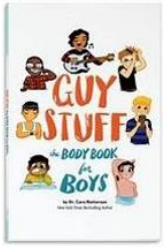
(A 'younger' and 'older' version of this book discussing how to look after your body. The first book is a more 'gentle' introduction to growing up. The books include topics such as 'wetting the bed' & how to care for yourself as you grow.)





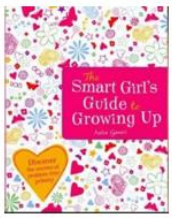
Guy Stuff – The Body Book for Boys by Cara Natterson - American Girl

(A gentle introduction for boys about the changes that happen at puberty including topics such as getting taller, different types of underwear, what to do if you get an erection, shaving, peer pressure, attraction to others, healthy eating and acne.)



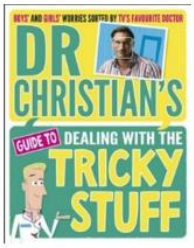
The Smart Girl's Guide to Growing up by Anita Ganeri*

A lovely book offering advice, tips and the secrets of 'problem-free puberty'. The text has a bra-buying guide, mentions eating disorders and has useful survival tips!



Dr Christian's guide to dealing with the tricky stuff by Dr Christian Jessen*

TV's favourite doctor has the answers to many young people's tricky worries. A fun text which addresses such issues as peer group problems, online safety and staying safe in the real world.



What's Happening to me? Usborne (Boy & Girl version)*

Very straight forward and easy to read information books for boys and girls (with clear diagrams/images). Discusses how to use sanitary products, what is 'safe sex' and wet dreams (among many other topics).



