



# PRINCE'S MEAD

**PSHE, Citizenship & RSHE**

September 2022



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## **Introduction**

This document is a statement of the aims, principles and strategies for teaching and learning Personal, Social, Health, Economic Education, (PSHE) citizenship and Relationships, and Sex and Health Education (RSHE) at Prince's Mead.

This policy was developed through a process of consultation with Teaching staff, Govenors, Parents and children and is reviewed on an annual basis to reflect changes in the curriculum, the delivery of the subject, improved resourcing and advances in technology.

This policy applies to all pupils in the school, including those in the Early Years Foundation Stage.

## **Policy Statement**

The ethos of our school with its established school values, strives to develop the self-knowledge, self esteem and self-confidence of each and every child in our care. The school values, which evolved through agreement between staff and pupils, are implicit in all we do and say. We use positive language and set good examples to our children. The essence of our behavioural policy is to encourage children to accept responsibility for their behaviour and to consider the consequences.

We have links with the wider community through sporting, musical, creative and charitable activities. The children are given the opportunity to organise and direct fundraising events and present information to others in class situations and assemblies.

Personal, social, health and economic education and citizenship refer to those aspects of school life - its thinking, planning, teaching and organisation - explicitly designed to contribute to the process of growing up, getting on with other people, the formation of values and the preparation of the child for responsibility in adult life. This includes helping pupils to understand:

- Their behaviour
- Health and Development including physical and mental well being
- Relationships with others including within families and the wider community
- Our Society
- Their school and effective learning skills
- How to make decisions and moral judgements
- Citizenship
- Recognising and knowing how to deal with the various forms of abuse including online
- An understanding of the value of money and finance



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At Prince's Mead we choose to deliver PSHE and RSHE using the Jigsaw scheme, the mindful approach to PSHE.

### Content

Michaelmas 1	Being me in my world	Includes understanding my place in the class, school and global community as well as devising learning charters
Michaelmas 2	Celebrating differences	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Lent 1	Dreams and Goals	Includes goal-setting, aspirations and resilience building
Lent 2	Healthy me	Includes drugs and alcohol education, self esteem and confidence as well as healthy lifestyle choices (offand on line
Summer 1	Relationships	Includes undertanding frienships, family and other relationships, conflict and communication skills
Summer 2	Changing me	Includes sex eduction and relationships eduction in the context of looking at managing change

### Implementation of the curriculum

We are confident that our PSHE (learning for life) programme covers all aspects of Relationships, Sex and Health education (RSHE) in an age- appropriate way.

The policy is also informed by relevant guidance and advice, including:

- The statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, June 2019).
- Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies (DfE, July 2013, updated 2017)
- DFE and ACPO drug advice for schools: Advice for local authorities, Headteachers, school staff and governing bodies, September 2012.
- Working together to Safeguard Children

Teachers deliver the curriculum objectively and the promotion of partisan political views in the teaching of any subject in the school is precluded. Teachers take steps to ensure that where political issues are brought to the attention of the pupils:



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- whilst they are in attendance at school
- while they are taking part in extra-curricular activities provided by or on behalf of the school
- or in the promotion at the school, through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.
- Are always offered a balanced presentation of opposing views. In addition, teachers are expected to respect the rights of others and to respect those with different beliefs. Expressing a view in an unprofessional way that involved singling out pupils on grounds of sexuality, or presenting extreme views without balance on a topic such as marriage for same sex couples, would be considered highly inappropriate.



### **PSHE and Citizenship at Prince's Mead**

Our curriculum should promote pupils' spiritual, moral, social and cultural, mental and physical development at school and in society. It should prepare all pupils for the opportunities, responsibilities and experiences of life. PSHE is increasingly concerned with life in modern Britain, what constitutes British Values and how best to uphold these. We are also mindful that our children must understand and appreciate the value of money and how to use it wisely; both now and as responsible adults. In that regard, economic education is a facet of the PSHE curriculum that further prepares the children for the challenges of tomorrow. Other vital principles that are promoted in the curriculum are:

- To enable pupils to develop their self-confidence, self-knowledge and self-esteem
- To enable pupils to distinguish right from wrong and respect civil and criminal law
- To encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
- To provide pupils with a broad general knowledge of public institutions and services in England
- To enable pupils to understand the importance of budgeting and finance
- To help pupils to acquire an appreciation of and respect for their own and others cultures in a way that promotes tolerance and harmony between different traditions
- To encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different beliefs and faiths
- Take part in a wide range of activities and experiences across and beyond the curriculum contributing fully to the life of the school and the local and wider community
- Reflect on experiences to better understand personal and social development
- Use PSHE to build up positive working relationships between children and staff and reinforce the fact that all members of our school family are valued as individuals
- Have independence of mind to question and seek to improve themselves and society whilst respecting law and authority
- Understand what a healthy lifestyle means in terms of diet and exercise as well as mental health
- Understand how to be 'mindful' – use calming strategies in stressful situations
- Learning to be responsible citizens; considering our environmental impact
- Include the need for health/sex education



### **Skills to develop**

- Identifying risks
- Coping with peer influences
- Coping with stress and anxiety
- Communicating with adults
- Resilience
- Decision-making and assertiveness in situations relating to drug use
- Giving and getting help
- Safety procedures when using medicines

### **Assessment and Recording**

Each pupil has an exercise book or work folder which records the written work covered throughout the year. Marks are not awarded for this subject; comments, where appropriate are made at the end of the written exercises. The course is mainly verbal and there is little written evidence of work covered. Much PSHE and Citizenship written work (class charters) are also used as classroom displays.

There is constant feedback to parents on an informal basis and often the subject of PSHE and Citizenship is raised when discussing individual pupil problems, as it is very much an all-embracing subject. These topics also form the basis for many house assemblies where the children have the opportunity to work harmoniously alongside one another.

### **Monitoring and Evaluation**

The Head of Wellbeing will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme' effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning process
- Staff meetings to review and share experiences

### **Use of ICT**

There are a number of programmes that are used to support the PSHE and Citizenship curriculum which are readily available to all staff.



### **Citizenship and Fundamental British Values**

Citizenship and the teaching of fundamental British Values helps children to develop as members of school, local, regional, national and global communities. It is concerned with issues of right and wrong, rights and responsibilities, fairness, rules and laws, power and authority, equality and difference, communities and identities, democracy, conflict and cooperation. As children grow and develop, this helps them to think and talk about issues relating to these concepts as they encounter them in their own lives and in the lives of others, and as depicted in the media and in literature. At Prince's Mead, it is normal practice to encourage pupils to respect themselves and other people, regardless of race, religion, ethnicity or culture. The children are set a uniform example and high standard by every member of the teaching, caretaking, administration and support staff. This ensures that the Fundamental British Values are not only promoted, but in fact a way of life.

#### **Democracy**

Democracy permeates the entire school. Pupils have the opportunity to have their voices heard through our School Council and pupil questionnaires. All the children contribute to the production of a class charter, which is ultimately agreed upon by both the pupils and the class teacher. Recording these charters in exercise books or displaying them in the classroom is democracy in action and reminds the entire class of their obligations, promises and the rule system. Additionally, the school food committee meets with a staff member and the views of the pupil body regarding the meal options are discussed.

#### **The Rule of Law**

The importance of Laws, whether they govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws; that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities and inspirational speakers also reinforce this message. Whilst all staff members prioritise positive reinforcement; awarding merit badges, courtesy badges and Headmaster's Commendations regularly, there is a system of sanctions in place outlined in the behaviour policy. Indeed all children are aware of this and that there are also consequences to breaking school rules and laws. Understanding that there is a difference between religious laws and the civil and criminal laws of England are concepts covered in Religious Education lessons and school assemblies, which are taken by the Headmaster, Deputy Headmaster, teaching staff and external visitors.

#### **Individual Liberty**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through of provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and how to exercise these safely; for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

#### **Mutual Respect**

Prince's Mead children treat each other with respect. At Prince's Mead, we foster a love of learning within an environment in which each child can feel a sense of belonging. This is premised on respect for one another which is frequently expanded upon in house prayers, Friday prayers and posters throughout the school.

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and are supported by learning in Religious Education and PSHE. Members of different faiths and religions are encouraged



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to share their knowledge to enhance learning within classes and the school. Children learn about all the major world religions and visit different places of worship to cement their understanding and respect for these beliefs and institutions. At Prince's Mead, we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

We believe that an understanding of how citizens can influence decision-making through the democratic process is achieved within the curriculum by:

- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination

Much of this aspect of learning is delivered during PSHE lessons, in full assemblies, by visiting speakers to the school and in the way we operate on a daily basis with an adherence to tolerance, understanding and empathy towards others.

### **Protected Characteristics**

PSHE provision encourages respect for other people, paying particular regard to protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These characteristics are not discriminated against by staff in their teaching both in and out of the classroom.

### **Economic Education**

Through activities such as 'Enterprise' in Year 6, pupils come to understand the value of money, the importance of budgeting and the development of a project in order to generate a profit.

Opportunities to learn about finance exist in maths lessons, in EYFS creative play and through events organised by the Prince's Mead Association as well as curriculum PSHE lessons.



### **Relationships Education RE**

Relationships Education at Prince's Mead focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. From the beginning, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

When teaching about families, teachers are sensitive and have a good knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children.

Through our comprehensive Relationships Education, we aim to provide all pupils with:

- the knowledge and understanding of a variety of relationships
- the ability to identify any concerns they have about a relationship
- coping strategies and an awareness of how and where to seek support
- an understanding of their rights and responsibilities within a range of relationships
- an awareness of the process of growing up and the changes they and other will experience
- an understanding of the characteristics of positive relationships

In Key Stage 1, children are taught about special and important people in their lives; similarities and differences; different families; friendship and fairness; cooperation and teamwork skills; feelings and emotions; communicating effectively with others; consent and bullying behaviours.

In Key Stage 2, children extend their learning on the themes covered in Key Stage 1 and build on their knowledge about different types of families and loving relationships; who their support network consists of; unhealthy and healthy relationships; dares, risks and peer pressure; personal boundaries and secrets; techniques for resolving disputes; collaboration, compromise and sharing responsibilities and the consequences of our actions. In Science lessons children build on their knowledge of life cycles which are explored from a biological perspective.



### **Relationships and Sex Education (RSE)**

Effective Relationships and Sex Education 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 enable children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

*'...that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born' (Relationships Education, Relationships and Sex Education and Health Education, DfE 2019, para 67*

We teach RSE as part of a broad and balanced curriculum within PSHE lessons and in the wider context of school life. All Teachers and Teaching assistants in Year 3 are timetabled in partnership with the class teachers for the delivery of the RSE programme.

We aim to ensure that:

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

Children learn how a baby is conceived and born before they leave primary school.

Specific RSE lessons are delivered in Years 5 and 6, the format for these sessions are whole class teaching as well as single sex sessions where the boys are taught by a Year 5 or 6 Form Tutor and the girls by Matron. The topics covered in these lessons include:

- Body changes at puberty for boys and girls in mixed classes
- Periods and personal hygiene for girls in Years 5 and 6 with Matron
- Body changes and personal hygiene for boys in Years 5 and 6 with, where possible a male tutor
- Body care for all
- Reproduction and parenthood

### **Menstruation**

The onset of menstruation for girls can be alarming if they are not prepared. At Prince's Mead school, our Relationships and Health Education programme includes preparation for menstruation. We will make adequate and sensitive arrangements to help girls cope with the school environment and ensure that it is conducive to privacy when dealing with sanitary requests and disposal. Depending on the needs of the cohort and the preferences of our parents, we understand that it can be necessary to carry out the discussion on periods with the girls at the end of year 4.

In Years 5 and 6 The HoD of Science will go over more fully the scientific basis for animal and human reproduction. The following subjects are covered:

- The structure and function of the human reproductive organs
- Sexual maturity after puberty
- Conception, gestation and birth



### **Sexual Identity and sexual orientation:**

It is our aim to provide Relationships and Health Education that is relevant and sensitive to all of our children's needs. We acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. Incidents of homophobic bullying will be dealt with according to our Antbullying policy.

The school will inform parents at the start of each academic year of the topics their child will be taught within the RSE programme during the forthcoming year.

### **Withdrawal from RSE lessons**

Parents have a right to withdraw their children from Sex education lessons beyond the curriculum for Science and that included within the Statutory Relationships and Health Education. Those parents wishing to exercise this right are invited to email the Headmaster who will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The school will document this process and ensure that a record is kept

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

There is no right to withdraw from Relationships or Health Education.

Teachers are aware that effective RSE delivery may bring an understanding of what is and what is not acceptable in a relationship and consequently a disclosure of a child protection issue by a child. The staff member will immediately inform the Headmaster, the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead. Members of staff can not promise confidentiality under any circumstances.

### **Health Education**

Health Education includes substance education, mental health education and safety education. 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 other's health and wellbeing.

### **Answering difficult questions**

All teachers are given advice on how to answer difficult questions that the children may pose. This forms part of an annual INSET. We offer a graduated, age-appropriate programme of Relationships Education and teachers are able to decide which questions are appropriate to answer in a whole class setting and which may require one-to-one or small group discussion.

### **Staffing Resources**

All staff work together with regard to this subject when they address pastoral and academic issues with their classes.

Great use is made of parents and local people as a resource. Parents of many professions regularly come to school to address the pupils.

### **Health and Safety**



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A safe working environment and ways of working safely need to be encouraged from the earliest stage and all staff should understand safe practice and recognise their Health and Safety responsibilities. Staff are under a legal obligation to co-operate fully in Health and Safety matters.

All staff must report any hazardous conditions to the Bursar or Headmaster.

Staff need to be aware of any physical limitations which a pupil may suffer such as height disability, poor eyesight or hearing, and make suitable arrangements to allow the pupil to operate safely and effectively.

### **Organisation**

PSHE is allocated 1 x 40 minute lesson each week.

Certain PSHE related strands are covered during our Monday and Friday Prayers, as well as during weekly House meetings.

The HoD of Wellbeing will liaise with Heads of House to co-ordinate assemblies which either introduce new topics and or support the PSHE, Citizenship and RSE topics being taught each half term.

In addition we are mindful of the need to actively promote fundamental British Values.

### **How do we help create a unified and caring environment?**

- During assemblies (Monday and Friday Prayers and weekly Pre-Prep assemblies) we address a range of issues concerned with living together as a community in unity, linking this with Bible stories and Jigsaws schemes of work
- We discuss other religions and encourage the children to learn about different cultures.
- A strong link is established between teachers and their classes, children know they can speak in confidence and that fears will be dealt with.
- The Merit and Courtesy system rewards strong academic work and respectable behaviour.
- In Key Stage 1 children are rewarded for a week's good behaviour, with a period of 'Golden Time'.
- The Headmaster holds weekly meetings with the Head Boy, Head Girl and Senior Prefects to discuss pastoral issues.
- Older children are encouraged to help younger pupils in the playground.
- A friendship bench is clearly signposted on the back terrace which children use.
- There is an ongoing programme of PSHE within the school.
- Parents are always welcome to discuss problems and are contacted by staff when necessary.
- Play equipment is available for the children at break time.
- Playground Activity Leaders (PALS) enjoy regular meetings with the Head of Well being to discuss supervisory roles and set up games for all children to play should they choose to.
- Children are reminded about bullying in a general forum situation e.g. assembly time or PSHE.



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### **Additional Well-Being and Safety Initiatives**

The Head of Well being and Matron work closely with pupils. The HoD of Well being also coordinates the use of our school dog, Monty. Monty can be used as a listening ear, a reward or a non-threatening companion.



Curriculum

Early Years Foundation Stage (EYFS)

In Nursery and Reception, Personal, Social and Emotional Development is a Prime Area of Learning and Development in the Early Years Foundation Stage Curriculum (2017). Children work towards the Early Learning Goals in the elements of 'Self-Regulations' 'Managing Self' and 'Building Relationships'.

The relevant Early Learning Goals are:

Self-Regulation:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs

EYFS Curriculum - Jigsaw

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations



**Key Stage 1 Curriculum - Jigsaw**

In Key Stage 1, all children access a fun and varied curriculum. There are dedicated 'Learning for Life' (PSHE) lessons, but many facets of PSHE are also covered during circle time and other class discussions as matters arise. Lessons will be adapted and pitched at the right level for the maturity of the class.

Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthy snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

**Key Stage 2 Curriculum -Jigsaw**

In Key Stage 2, pupils have one dedicated 'Learning for Life' (PSHE) lesson per week. Jigsaw's scheme of work continues throughout KS2 building upon the foundations made during Key Stage 1. Issues pertinent to a particular class or year group, as well as concerning current affairs, are discussed when matters arise to support the emotional needs and understanding of pupils, in addition to their curriculum lessons.

Please note that the theme 'Having a baby' in Year 4 will be taught in Year 5 and will swap with the theme self-body image which will be taught in Year 4.

Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexing Transition



### **Special Education needs and Disabilities**

RSE must be accessible for all pupils. Teaching will be differentiated and personalised to ensure that the content is accessible for all pupils, including those with SEND. Teaching will be sensitive, age appropriate, developmentally appropriate and delivered with reference to the law. When designing and teaching RSE, the school will take into consideration that some pupils are more vulnerable to exploitation, bullying and other issues on account of their SEND.

Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.

### **Equality**

The school will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect, regarding the protected 'Characteristics in the Equality Act 2010.'