





**FROXFIELD**  
CE SCHOOL

## **Froxfield CofE Primary School Relationship and Sex Education Policy**

<b>Review Cycle:</b>	Bi-annual	<b>Next review:</b>	October 2024
Approver:	Signed:	Approver:	Signed:
Chair of Govs		Headteacher	
	Date:07/10/22		Date: 07/10/22

### **1. Rationale**

The following policy refers to Relationships and Sex Education (RSE) at **Froxfield C of E School**. RSE is taught as part of the National Curriculum for primary schools.

We define RSE as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

Primary schools have a statutory duty to teach relationships and health education, and are free to determine the content of their sex education programme, where it falls outside the statutory science curriculum.

Relationships and Sex Education contributes to the foundation of Personal, Social and Health Education (PSHE) and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self worth whilst recognising, accepting and respecting differences. It encourages children to recognise their own physical, mental and spiritual selves and helps them to understand the importance and boundaries of the complex web of relationships which they will encounter.

RSE provides an excellent vehicle to develop the life-skills that will enable children to make informed choices and to protect themselves. RSE is therefore a key tool to safeguard children.

Aspects of RSE are taught, at an age-appropriate level, as an integral part of the school's PSHE provision throughout the primary school from Early Years to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment. The school will publish an overview of the content taught each term in both PSHE and RSE. This will ensure parents know what their children are learning, enabling them to provide appropriate support and guidance at home.

#### **Moral and Values Framework**

The teaching of the RSE Curriculum will take full account, sensitively and respectfully, of the established morals and values framework of all the major world religions and philosophies and will be complementary with the Religious Education Policy; our school's Christian values of love, respect and courage; and the school's foundation trust deed.

## 2. How our policy was formulated

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

1. Review – a working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – 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 provide feedback on our draft policy
4. Pupil consultation – we investigated the expectations which pupils have from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

**Gillian Hollis** (CofG) is the school governor lead on PSHE/Healthy Schools/RSE related issues.

**Francesca Ingham Thomas** is subject leader on PSHE/ RSE related issues.

## 3. Aim and objectives

The aim of this policy is to enable the effective planning, delivery and assessment of RSE as part of the curriculum taught at the school.

**Objectives:** to enable all children in the school to:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Understand and show respect for the diversity of relationships in our society;
- Understand relationships in the context of love, respect, commitment and mutual support;
- Be able to name parts of their body and describe how their bodies work;
- Understand how to keep their bodies healthy and clean.
- Understand how to keep themselves and their bodies safe.
- Be prepared for developing sexuality and puberty;
- Understand the basic changes that happen during puberty.

All Teaching staff in the School to be confident:

- In planning, delivering and assessing RSE
- In answering parents' questions and dealing with sensitive issues
- In supporting children to understand how to keep themselves safe and to deal with difficult or challenging relationships
- In answering challenging questions from pupils

## 4. Equal Opportunities

The school is committed to the provision of RSE to all of its pupils and their differing needs. Our programme aims to respond to the diversity of children's identities, cultures, faiths, beliefs and backgrounds. All staff are expected to give every pupil the chance to experience, participate and achieve, at an age-appropriate level, an understanding of RSE. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEND) are given extra support.

At Froxfield we believe that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The planning and organising of teaching strategies will be consistently reviewed to ensure that no pupil is disadvantaged. Teachers will ensure that materials and teaching do not conflict with religious or cultural principles.

Preparation for puberty:

- This will be covered in year 5 for the majority of children, but we recognise that for some groups of children, they may need more personalised provision earlier than this.

Gender groupings:

- Teaching will be in mixed gender groups as we believe it is important for children to learn about the changes in adolescence that are experienced by both sexes. However, there is provision in place for children to ask more personal questions that may need to be answered individually or in single-sex groups if more appropriate.

SEN

- The school will work with parents, carers and outside agencies to ensure provision meets the needs of all learners. Resources may need to be adapted to ensure all children have full access to our RSE programme at an appropriate level and time.

Provision for vulnerable pupils (including those who are looked after):

- The school will ensure that the needs of all children are met and will consult with outside agencies (eg. Social workers, Educational Psychologists, Primary Behaviour Support) to ensure our provision is appropriate for the child at that time.

## **5. Delivery of RSE: Content, curriculum, vocabulary**

### **Content of RSE in the curriculum**

The Legal Requirements of Sex Education Provision are covered in the National Curriculum Science. These areas are statutory and can be found in Appendix 1.

Other elements of our RSE programme are embedded within a comprehensive PSHE curriculum, some are taught in a cross-curricular way through Computing (e-safety), RE and science.

The content of the weekly lessons over the course of a half term was decided upon after the consultation process, referred to above. These lessons cover a balance of knowledge, understanding, exploring values and attitudes. The physical biological changes are taught within the compulsory Science National Curriculum and the emotional changes, relationships, keeping safe are taught within the PSHE curriculum and through our e-safety and RE programmes.

### **Organisation of RSE**

Our RSE Scheme of Work is incorporated within our PSHE Curriculum. The curriculum is split into three key areas; relationships, health & wellbeing and living in the wider world. The focus for each half-term will be given in terms of a key question for all classes.

However, RSE is not always delivered in isolation but may be embedded in other curriculum areas (e.g. Computing, RE and Science), including PSHE. This includes lessons on how children can keep themselves safe both in the physical world and in the online world, how to keep their bodies' safe and what to do if they are worried about any changes to their body.

At Froxfield we use the recommended PSHE Association resources as a basis for our PSHE and RSE teaching, drawing on other resources recommended and approved by the association.

Pupils receive stand-alone sex education sessions delivered by the class teacher in years five and six. Within our sex education curriculum, children will be taught about puberty and the changes adolescence brings in year 5. In the final year of primary education, in preparation for the move to secondary school, children will be taught about sexual intercourse within the context of a loving relationship, human reproduction, including conception, and birth. This teaching will be age-appropriate, taking into account the developmental differences of children.

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).

The School's teaching about marriage, civil partnerships, family relationships, sexual orientation and gender identity will explain the meaning and scope of these issues in our society in the context of love, respect, mutual support, diversity, equality and legal rights and duties. Space will be given in discussion for the views and teaching of the Church of England in relation to these issues and, consistent with the School's commitment to equip its children for our diverse and multi-cultural society, the views of other faith groups will also be discussed.

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

A detailed breakdown of the content of the RSE curriculum is included on subsequent pages.

By the end of primary school pupils should know (Relationships Education):

TOPIC	PUPILS SHOULD KNOW
<p><b>Families and people who care about me</b></p>	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<p><b>Caring friendships</b></p>	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
<p><b>Respectful relationships</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

By the end of primary school pupils should know (Physical Health & Well-being Education)

TOPIC	PUPILS SHOULD KNOW
<p><b>Mental Wellbeing</b></p>	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> </ul>
<p><b>Internet safety and harms</b></p>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>• why social media, some computer games and online gaming, for example, are age restricted</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>• where and how to report concerns and get support with issues online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>• the risks associated with an inactive lifestyle (including obesity)</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>
<b>Healthy Eating</b>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• the principles of planning and preparing a range of healthy meals</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>
<b>Drugs, alcohol &amp; tobacco</b>	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
<b>Health &amp; prevention</b>	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>• the facts and science relating to allergies, immunisation and vaccination</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>

Materials used reflect the consultation with parents/carers, the curriculum, DfE recommendations and Local Authority advice.



## **Information about sensitive issues e.g. female genital mutilation (FGM), online safety, sexting, grooming and radicalisation/ extremism**

Included within effective, age appropriate RSE is the teaching about healthy relationships, boundaries, inappropriate behaviour and touch, consent and risk minimisation, so that pupils leave school resilient to factors that lead to unhealthy relationships and situations. This is in line with recommendations made in the 2017 'Relationships and Sex for the 21<sup>st</sup> Century' DfE Guidance

Sensitive issues, including those identified above, will be dealt with only when appropriate and not as an integral part of the PSHE curriculum. We recognise that these issues may be pertinent to some cohorts, groups or individuals within cohorts, but every year group is different and it is essential that our curriculum recognises this.

### **6. Staff and external visitors**

RSE is normally delivered by the class teacher.

Mrs Ingham Thomas, PSHE co-ordinator, will access courses as appropriate and deliver INSET opportunities to assist staff involved in the delivery of RSE.

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. To support teachers and signpost them to appropriate resources, they will be signposted to training and RSE INSET offered by HIAS and local teaching schools.

RSE is delivered:

- In mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- During circle time activities with an emphasis on being safe, raising self-esteem etc.
- By external agencies as appropriate eg. First Aid training providers, medical practitioners

#### **Visitors:**

- Visitors are invited to the school because of a particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's RSE policy and work within it
- All visitors are familiar with and understand the school's confidentiality policy and work within it
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised/supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.
- The school will continue to liaise with the local secondary schools to ensure that the programme for RSE is continuous at KS3.

## **7. Assessment & Evaluation of Learning and Teaching**

The subject leader is responsible for the monitoring of teaching and learning in PSHE; subject reviews, self-evaluation and improvement planning are well-informed by current best practice.

Assessment of RSE delivered outside the wider curriculum is conducted through the monitoring and observation of pupils' learning with reference to the following:

- Knowledge and understanding gained.
- Skills learnt and developed.
- Attitudes and values explored.
- Responses offered by pupils.

Assessments are made using various methods:

- Short questionnaires for parents/children
- Discussions with teachers/children
- Asking children about the timing of the teaching of the topics within the RSE curriculum– (was it early enough? Too early?)
- Peer assessment
- Self assessment
- Lesson visits
- Teachers delivering RSE will continually evaluate their lessons to inform future planning.

## **8. Roles and Responsibilities**

### **The Governing Body**

The Governing Body will hold the headteacher to account for the implementation of this policy.

The Governing Body has delegated the approval of this policy to the Curriculum & Learning Committee.

### **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).

### **Teachers**

Teachers 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.

All class teachers are responsible for teaching the relevant elements of the RSE curriculum to their own classes.

## **Pupils**

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

### **9. Specific Issues within RSE: Confidentiality, withdrawals, child protection, difficult questions**

#### **Confidentiality and Child Protection**

As a school we will ensure that:

- Ground rules are established in lesson to ensure children feel safe and their views and ideas are respected
- Children know that teachers cannot offer unconditional confidentiality
- If confidentiality has to be broken, children are informed first and then supported appropriately
- Children are encouraged to talk to their parents/carers and given support to do so
- Our Child Protection, Safeguarding and Confidentiality Policies are consistently applied with regard to RSE teaching
- Children/families are signposted towards support services as appropriate

There may be rare occasions when a teacher is directly approached by a primary aged child who is sexually active, contemplating sexual activity and/or is being sexually abused. This should be viewed as a child protection issue and the Designated Safeguarding Lead, Mrs Farrow, would deal with this incident in line with the Safeguarding and Child Protection Policies.

With respect to child abuse and protection procedures, staff will follow the school's Child Protection Policy.

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 a different opinion.

Both formal and informal RSE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Lead if they are concerned.

The following are protocols for discussion based on lessons with pupils ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
  - The appropriate person to answer that question is the parent
  - The question can be discussed one to one after class
  - The topic will be covered at a later stage in their RSE

## **10. Partnership with Parents:**

The School views parents as partners in the delivery of RSE.

An overview of the RSE and PSHE curriculum will be published on the school website. Parents will be informed about the RSE programme at the start of the half-term as part of information provided on what their children will be learning.

The School will liaise with parents through:

- RSE workshops
- Use of Class Dojo
- Newsletters
- School website
- ParentMail
- Letters (as appropriate)

The School encourages parents to voice their concerns about RSE with their child's teacher and will be given the opportunity to view materials which will be used in the classroom.

Parents wishing for further support with talking to their child about RSE issues can contact the school.

This policy will be available on the school website for parents.

Parents will be signposted to:

Sex Education Forum's 'Talk to your child about relationships & sex: support for parents' factsheet 31(2003):

<http://www.sexeducationforum.org.uk/media/6360/talk-to-your-children.pdf>

The PSHE Association's resources for parents:

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/our-pshe-education-guidance-parents>

### **Child Withdrawal Procedure**

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 (See Appendix 1).

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

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

## Dissemination

Mrs Ingham Thomas will:

- Disseminate a copy of the RSE policy to all staff members, class reps and Governors
- Provide regular training to staff on the policy content
- Ensure that copies of the RSE policy are available from the School office for parents to access on request

The PSHE/RSE co-ordinator will facilitate the gathering of policy feedback from parents, staff, governors and children every two years.

## Monitoring

The delivery of RSE is monitored by the PSHE co-ordinator through:

- Planning scrutinies
- Learning walks,
- Discussions with children and staff
- Discussions with parents

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

This policy will be reviewed every two years. At every review, the policy will be approved by the Curriculum & Learning Committee

Signatures:

.....  
Headteacher

.....  
Chair of Governors

.....  
PSHE Coordinator

<b>APPENDIX 1: Statutory Provision of RSE under Science Curriculum</b>
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**Key Stage 1 (age 5-7years)**

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

**Key Stage 2 (age 7-11years)**

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

*'The programmes of study for science are set out year-by-year for key stage 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.'*

Taken from the National Science Curriculum last updated in 2015.

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>



### Appendix 3 – PSHE & RSE Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What can help us grow and stay healthy?	How do we recognise our feelings?
Year 3/4 Cycle A	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 3/4 Cycle B	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5/6 Cycle A	What makes up a person's identity?	What decisions can people make with money?	How can we help in an emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 5/6 Cycle B	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	
Year 5/6 Every year						Growing and changing; puberty
Year 6 only Every year						Changing and growing - reproduction



