



# **Relationship & Sex Education and Health Education Policies**

**BEDWELL PRIMARY SCHOOL**

**Bedwell Crescent,**

**Stevenage, Herts, SG1 1NJ**

**Updated September 2020**



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## 1. INTENT: OUR SCHOOL AIMS AND EXPECTATIONS

Bedwell Primary School acknowledges and understands that:

*"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."*

Secretary of State (2019)

In response to this, we have built a Relationships and Sex Education policy in conjunction with a Health Education policy (encompassed within PSHE teaching), with the intent of:

- Helping pupils to develop feelings of respect, confidence and empathy
- Supporting children to make informed decisions about their safety, health and emotions
- Providing a framework in which sensitive discussions can take place
- Creating a positive culture around issues of sexuality and relationships
- Preparing pupils for puberty, and giving them an understanding of sexual development and the importance of health and hygiene
- Creating links with our school values of Empathy, Perseverance, Reflectiveness, Co-operation, Curiosity and Independence.

### Policy Development

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

1. Review - a member of staff or working group pulled together 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 felt they needed from RSE.
5. Ratification - once amendments were made, the policy was shared with governors and ratified.

## 2. SCHOOL ROLES RELATING TO RSE AND PSHE

### Governors

Our school governor with responsibility for RSE/PSHE is:

Governors are responsible for:

- Establishing the RSE/PSHE Policy, in consultation with teachers and parents.
- Ensuring this policy is made available to parents
- Ensuring this policy is in line with other school policies e.g. SEN, Safeguarding etc.
- Ensuring that parents know the statutory parts of the curriculum and which parts they have the right of withdrawal from.
- Establishing a link governor to share in the monitoring and evaluation of the programme.
- Ensuring that the policy provides proper and adequate coverage of the relevant National Curriculum science topics and the setting of RSE within PSHE.

### The Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, appropriate agencies and the Local Education Authority.

### PSHE/RSE Co-ordinator

The co-ordinator, along with the Headteacher, has general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and PSHE.

### All Staff

Our approach to RSE/PSHE is that of a Whole School Approach. Appropriate training will be given for all staff teaching RSE and PSHE. All staff members (including TAs and lunchtime supervisors) will be encouraged to take part in the parental/staff GUS session and wherever possible observe the delivery to the children in one of the classes.

### Pupils

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

### 3. LEGAL REQUIREMENTS AND CONFIDENTIALITY

#### Statutory Requirements

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

We are not required to provide Sex Education, however we do need to teach the elements of Sex Education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

At Bedwell Primary School we teach RSE and Health Education as set out in this policy.

#### Confidentiality

All governors, all teachers, all support staff and all parents must be aware of this policy, particularly how it relates to issues of privacy and confidentiality.

Teachers should explain to pupils that they cannot offer unconditional confidentiality in all matters. For example, they must report those which are illegal or abusive to the school Designated Safeguarding Lead. In such circumstances, the pupil would always be informed of this and it made clear that it is the school's duty to keep them safe.

#### Causes for Concern and Disclosures

All staff (including our specialist relationship and sex associates such as: BigTalk Education, and the NSPCC) have up-to-date enhanced DBS checks. All colleagues have a statutory duty to report any causes for concerns or disclosures received from children in our school. These would be fed back immediately to teaching staff in school face-to-face, and followed up in writing to school detailing the action taken on the day. If a child was ever to accuse or implicate a member of school staff, then our outside agencies would liaise directly with the local duty social worker.

Where a teacher suspects that a child or young person is a victim of or at risk from abuse, they are required to follow the school's Safeguarding Policy and immediately inform the Designated Safeguarding Lead.

**Bedwell Primary School's Designated Safeguarding Lead is:**  
**Emma Shaw (Headteacher)** [head@bedwell.herts.sch.uk](mailto:head@bedwell.herts.sch.uk)

## 4.i THE INTENT OF OUR RELATIONSHIPS AND SEX EDUCATION

**Relationships Education (RE)** is learning about the emotional, social and physical aspects of growing up. It is inclusive of all types of families, to help children understand about loving and caring relationships of all kinds. It should equip children with the information, skills and positive values to have safe relationships, to understand their bodies and to empower them to know they have a choice. This subject can support children to develop resilience and to know when and how to ask for help.

**Sex Education (SE)** provides a safe environment for children to have a factual, age appropriate introduction to human reproduction and to ask questions related to this topic. It should enable children to access a safe source of information. Sex Education in this school will always form part of a broader scheme of work presented in conjunction with RE above, therefore will be referred to as Relationship and Sex Education (RSE).

All content in the RSE curriculum supports the wider work of our school in helping to foster pupil wellbeing and to promote our core values. The fundamental principles of empathy, perseverance, reflectiveness, co-operation, curiosity and independence are key features within our RSE teaching. It is our intention that every child within Bedwell School develops these skills and attributes, in order to grow into happy, successful and respectful members of society.

## 4.ii IMPLEMENTATION: OUTCOMES, DELIVERY AND CURRICULUM

Throughout their school career at Bedwell, outcomes for our pupils include:

- Pupils should be able to form a strong early understanding of the features of relationships that are likely to lead to happiness and security.
- Pupils should be able to recognise any less positive relationships when they encounter them.

- RSE should create the opportunity to teach pupils about positive emotional and mental well-being, including how friendships can support our mental wellbeing.
- RSE should contribute to the prevention of abuse and protection of children, by teaching the knowledge they need to be safe and to report abuse, including emotional, physical and sexual abuse.
- Children should be prepared for the physiological and emotional changes they will go through during puberty, where possible before these occur. They should be reassured that these are natural and normal changes.

Bedwell School works with BigTalk Education, an award winning team of specialist RSE facilitators led by Lynette Smith, who is Chair of the Sex Education Forum's Advisory Group (the SEF is part of the National Children's Bureau). BigTalk Education's *Growing Up Safe: Whole School Approach* (GUS programme) has been recognised by the Family Planning Association and Children and Young People Now Awards as a Finalist in their Safeguarding Award.

The BigTalk team deliver lessons to each class within our school, (including our Early Years children) for more details please see Appendix A. Our teaching staff observes the BigTalk Education RE and RSE lessons as part of their Continued Professional Development. This teaching is consolidated in the classroom through PSHE sessions, with adults using the same language approach. This ensures that they can reinforce the lesson content and answer any follow up questions with consistency and clarity.

Having worked with Bedwell School for a number of years now, the impact of the BigTalk programme on our parents, teachers and children has been evidenced as a case study on their website:

<https://www.bigtalkeducation.co.uk/school-relationship-sex-education-programmes/case-studies/>

In addition to this RE and RSE topics form an integral part of our Personal, Social, Health and Economic Education (PSHE), assemblies and science lessons. For a more detailed overview of these learning opportunities, please see Appendixes B, C and D.

### **Children's Questions**

In order to promote a healthy, positive atmosphere for RSE, we want to ensure that pupils can ask questions freely, confident that they will be answered, and be sure that they will be free from bullying or harassment from other pupils. Bedwell School believes that children are best educated, protected from harm and exploitation by discussing issues openly within the context of the RSE programme. During GUS sessions, the BigTalk team will answer all questions asked by pupils.



Some questions that arise during these lessons may relate to sensitive or controversial topics. These may relate to personal experience or involvement by children, of illegal activity or other doubtful, dubious or harmful activity. In this instance, the facilitator may answer the question away from the rest of the class. Any questions of this nature will be reported to school staff directly and followed up in writing (please see Causes for Concern and Disclosures section).

### 4.iii IMPACT: MONITORING AND EVALUATION

Feedback and suggestions from all staff and parents on BigTalk Education's provision, as well as their pre and post training confidence in RSE is gathered by BigTalk Education and returned to school to aid the review process.

01724 782618 admin@bigtalkeducation.co.uk

EDUCATION Parents Info and Support for Schools School Programmes Courses Rewards

## Bedwell Primary School

March 2019  
This being our third year in Bedwell Primary School the Parents and staff now have high levels of confidence in talking to the children about relationships, their bodies and reproduction.

### Parent feedback

"Very good presentation, it's always a nervous time when our kids grow up but reassuring to know they'll learn the important things about Sex and Relationships in a controlled and safe environment." Mrs Sparrow, child in Year 4.

"A brilliant thing to teach children, happy for my little girl to learn about this." Joseph Hales, child in Year 2.

### Key Facts

- +50% increase in parents' confidence, now 90%.
- +21% increase in staff confidence, now 87%.

Contact Us

Questions asked during lessons in Year 4,5 and 6 are collected and kept for reference by BigTalk Education to ensure that pupils' needs are being met. A list of the questions is produced by BigTalk Education and sent to school as part of the evidence package.

In addition to this, both parental and pupil questionnaires will be carried out by Bedwell School, gathering anecdotal evidence, in order to further enhance this sensitive teaching and learning practice.

## 4.iv ADDITIONAL POLICY INFORMATION

### Parental Right to Withdraw

Parents **do not** have the right to withdraw their children from Relationships Education.

Parents **do** have the right to withdraw their children from the (non-statutory/non-science) components of Sex Education within RSE.

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

Alternative work will be given to pupils who are withdrawn from Sex Education.

This policy is one of many within our school, and we suggest that this policy is read in conjunction with Bedwell School's:

- Child Protection policy
- E-safety policy
- SEN report
- Confidentiality policy
- Science overview
- PSHE overview

A large number of key government documents are closely linked with this policy and you may find the following list useful for further reading:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- Keeping Children Safe in Education (statutory guidance)
- Behaviour and Discipline in Schools
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying Sexual violence and sexual harassment between children in schools (advice for schools)
- Promoting Fundamental British Values as part of SMSC in schools

## 5.i AIMS OF OUR HEALTH EDUCATION (within PSHE)

In addition to our RSE teaching and learning, Bedwell School delivers a broad, enriching Personal, Social, Health and Economic curriculum, which enables children to make informed choices relating to their general well-being. This encompasses how to stay safe, what lifestyle choices to make as well as addressing emotional and mental health. Our aim is to give our children the tools and knowledge to enable them to go to secondary school with a clear understanding of options available to them. They will also have had the teaching to enable them to know when something is not right, and how to deal with these situations.

Our children say that Health Education is important because they are able to make informed choices through the One Decision scenarios that our lessons are built upon (see the Testimonials on the One Decision website, <https://schools.1decision.co.uk/>).

This is in line with the aims of the DfE guidance within The Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (2019).

*It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.*

## 5.ii IMPLEMENTATION: OUTCOMES, DELIVERY AND CURRICULUM

Through a combination of One Decision PSHE lessons and additional activities such as: Mini-Police sessions, NSPCC workshops, cross-curricular learning, assemblies and school trips, the children are exposed to a wide and varied curriculum. The outcomes of these work hand-in-hand with our core values of developing empathy, perseverance, reflectiveness, co-operation, curiosity and independence.

We aim to ensure that all children improve and build on their intrapersonal, interpersonal and enquiry skills (see Appendix B). From Year 1, our children participate in PSHE lessons, which are structured to cover the following topics:

- Keeping and Staying Safe
- Keeping and Staying Healthy
- Relationships
- Being Responsible
- Feelings and Emotions
- Computer Safety
- Money Matters
- Hazard Watch

We link these topic areas with other areas of learning within the curriculum (see Appendix C) and all will be covered by the end of Year 3. In Key Stage 2 the children will go on the next phase of topics which are similarly labelled, yet with a more 'age appropriate' content.

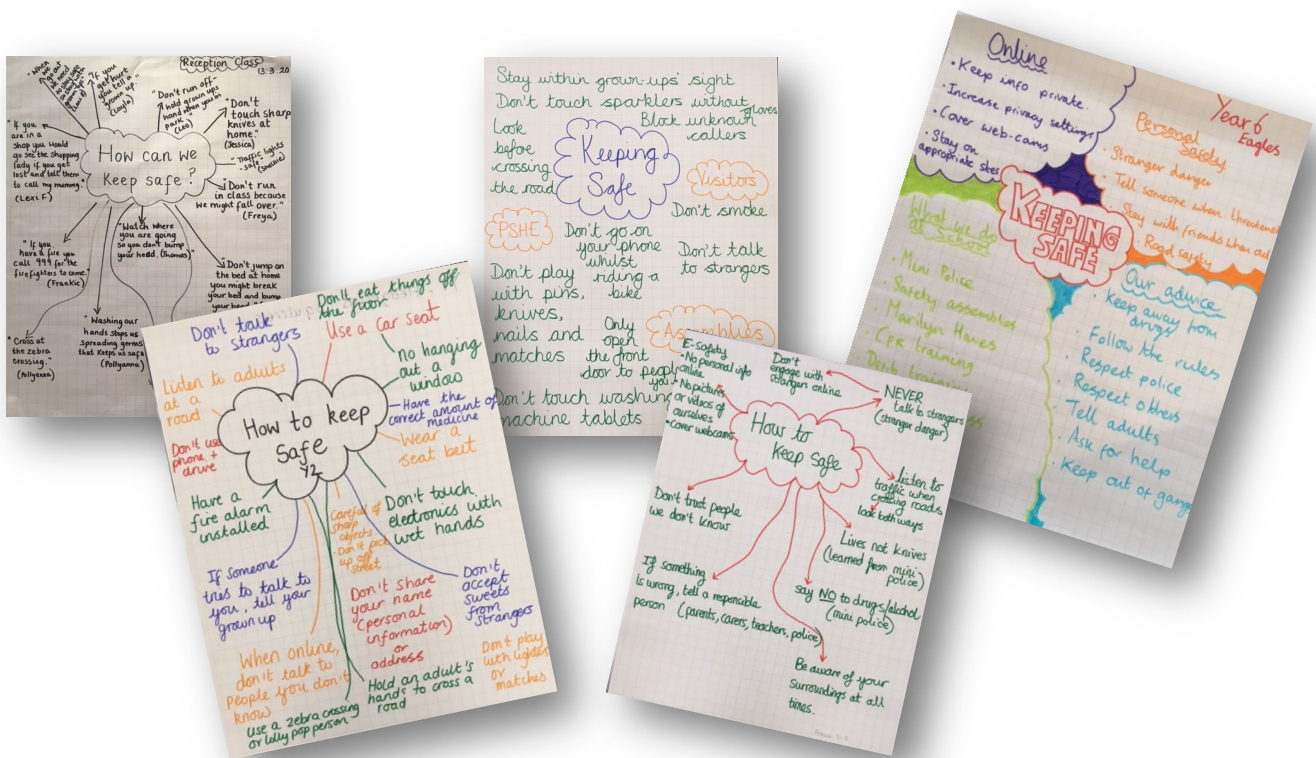
- Keeping and Staying Safe
- Keeping and Staying Healthy
- Growing and Changing
- Being Responsible
- Feelings and Emotions
- Computer Safety
- The Working World
- A World Without Judgement

Each unit of work includes a large amount of discussion, with all opinions being valid.

## 5.iii IMPACT: MONITORING AND EVALUATION

At the end of each unit of work, our children complete a self-assessment activity. This is recorded in their individual work book, and acts as a gauge (with formative assessment by the teacher) as to how each child is progressing. This is done in an informal manner. Any responses given that unusually contradict the expectation of the teaching given (such as behaviour deemed to be aggressive, racist, homophobic or sexualised) will be logged on our CPOMs safeguarding system.

The monitoring of the effectiveness of our PSHE provision will be undertaken through lesson observations, book scrutiny, pupil voice and teacher feedback. For example, all classes were asked about their thoughts on 'Keeping Safe':



Additionally, pupils are periodically given poser questions to make sure that they have remembered their prior learning. For example:

What should you do if you see some inappropriate content online? We questioned a cross-section of pupils ranging from Reception to Year 6. Every single response mentioned telling an adult, with the majority of children saying that they would close the website or app down.

## 6. EYFS AND SEND

### Early Years and Foundation Stage

Our youngest children are constantly exploring the world around them and their progress is monitored through the Early Learning Goals. The updated version of these has a firm focus on self-regulation of emotions, behaviour and developing a sense of independence (including basic hygiene and healthy food choices). Our experienced team work with the children to help them learn these new skills, and when released (in Summer 2020) will be using the One Decision EYFS materials to support achieving these new objectives. In addition to this, our Nursery and Reception children are also given the opportunity to take part in our RSE workshops. These are short, gentle sessions, which use age appropriate language to teach the following:

**From age three (nursery):** Children should be taught the differences between boys and girls, naming body parts with the correct scientific words, what areas of the body are private, and the difference between good touches and bad touches.

**Age four to six (reception - year 1):** From this age children should be able to identify safe situations and those which may be risky, like other children or adults taking improper photographs of them. They should be able to identify trusted adults (both at home and school) who they can talk to if they feel worried. Within this age group they should understand about different types of families, including those with same sex parents. The emphasis being on all different types of families.

### Provision for those children with Special Educational Needs and/or Disability

High quality RSE is every child's right no matter what their level of need or ability. It is important to ensure equality of access to the curriculum and as such we take account of the fact that some pupils may have identified disabilities, learning or emotional difficulties that will result in particular RSE/PSHE needs. Pupils with SEND will be given the opportunity to fully participate in the RSE and PHSE lessons at Bedwell through careful planning of a differentiated programme and use of a variety of teaching strategies where appropriate. This ensures that individual needs are met and that all pupils can purposefully engage and gain a full understanding of the programme content.



## APPENDIX A - RSE CURRICULUM BY YEAR GROUP

This document details the curriculum content included in our school's RE and RSE *Growing Up Safe: Whole School Approach (GUS)* programme, delivered in association with relationship and sex specialist BigTalk Education.

| Growing Up Safe Programme Curriculum |  |   |
|--------------------------------------|--|---|
| Year Group (s)                       | Topic Area                                     | New Content Introduced at Level   |
| Nursery                              | Families and carers.                           | Families are important for children growing up because they can give love, security and stability. ±  |
|                                      |  | How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. ±  |
|                                      | Caring Friendships                             | 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. ± |
|                                      | Respectful Relationships                       | The conventions of courtesy and manners. ±  |
|                                      |  | 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. ±  |
|                                      | Being Safe                                     | What sorts of boundaries are appropriate in friendships with peers and others. ±  |
|                                      |  | That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact. ±   |
|                                      |  | How to recognise and report feelings of being unsafe or feeling bad about any adult. ±  |
|                                      |  | How to ask for advice or help for themselves or others, and to keep trying until they are heard. ±  |
|                                      |  | Where to get advice e.g. family, school and/or other sources. ±   |
| National Curriculum for Science      | Teaching about the main external body parts. ‡ |   |

| Year Group (s)                     | Topic Area               | New Content Introduced at Level   |
|------------------------------------|--------------------------|---|
| Foundation/<br>Reception<br>Year 1 | Families and carers.     | 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. ±  |
|                                    | Caring Friendships       | How important friendships are in making us feel happy and secure, and how people choose and make friends. ±   |
|                                    |                          | Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ±  |
|                                    |                          | 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. ±                                   |
|                                    | Respectful Relationships | 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. ± |
|                                    |                          | The importance of self-respect and how this links to their own happiness ±  |
|                                    |                          | Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. ±   |
|                                    |                          | The importance of permission-seeking and giving in relationships with friends, peers and adults. ±  |
|                                    | Online Relationships     | That people sometimes behave differently online, including pretending to be someone they're not. ±  |
|                                    |                          | The rules and principles of keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ±   |
|                                    | Being Safe               | 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. ±   |
|                                    |                          | About the law and consequences relating to content on and offline, including films, games, DVDs, TV programmes and pornography.   |
|                                    |                          | The impact of viewing harmful content.  |



**Building on previous learning plus the inclusion of the content below**

|                          |   |  |
|--------------------------|---|--|
| <b>Year 2<br/>Year 3</b> | <b>Families and carers.</b>                           | 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. ± |
|                          | <b>Caring Friendships</b>                             | The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties. ±   |
|                          | <b>Respectful Relationships</b>                       | Practical steps they can take in a range of different contexts to improve or support respectful relationships. ±   |
|                          |   | That some children may feel different on the inside to how they look on the outside (transgender) and that if that happened to them who they should tell.  |
|                          |   | What a stereotype is and how stereotypes can be unfair, negative or destructive. ±   |
|                          | <b>On-line relationships</b>                          | That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous. ±   |
|                          |   | How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ±  |
|                          |   | How information and data is shared and used online. ±  |
|                          | <b>Internet Safety &amp; Harms (Health Education)</b> | Why social media, some computer games and online gaming, for example, have age restrictions. ±   |
|                          | <b>Being Safe</b>                                     | How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ±  |
|                          |   | About the law and consequences relating to content on and offline, including films, games, DVDs, TV programmes and pornography.  |

| Building on previous learning plus the inclusion of the content       |   |   |
|---|---|---|
| Year 4  | Families and carers.                        | The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. ± |
|   |   | That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be life-long. ±  |
|   | National Curriculum for Science             | Teaching about changes to the human body as it grows from birth to old age including puberty. ‡   |
|   | Changing Adolescent Body (Health Education) | Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ±  |
|   | Reproduction                                | About the structure and function of the male and female reproductive systems, that women have ovum and men produce sperm, when these combine a baby can be made, this is called 'sex', information on gestation and birth. †                  |
| Building on previous learning plus the inclusion of the content below |   |   |
| Year 5<br>Year 6  | All areas                                   | Reinforcement and pupil led learning.   |

January 2020 Key

± Included in 2019 Guidance for Primary (Statutory)

† Included in 2019 Guidance for Primary (Optional)

‡ Included in the national curriculum for Science in KS1/KS2

## APPENDIX B - PSHE SKILLS PROGRESSION BY YEAR AND TOPIC

| Year Group | Intrapersonal<br>Polly Perseverance/<br>Ralph Reflective   | Interpersonal<br>Chloe Co-operation/<br>Eddy Empathy   | Enquiry<br>Issac Independence/<br>Claudia Curiosity   |
|------------|--|--|---|
| Year 1     | <ul style="list-style-type: none"> <li>• Making decisions<br/><i>Keeping/Staying Safe and Healthy</i></li> </ul>   | <ul style="list-style-type: none"> <li>• Active listening</li> <li>• Communicating and presenting ideas<br/><i>Keeping/Staying Safe and Healthy</i></li> </ul>   | <ul style="list-style-type: none"> <li>• Formulating questions<br/><i>Keeping/Staying Safe and Healthy</i></li> </ul>   |
| Year 2     | <ul style="list-style-type: none"> <li>• Set personal goals (and think about how to achieve them) <i>Being Responsible</i></li> </ul>  | <ul style="list-style-type: none"> <li>• Teamwork <i>Relationships</i></li> <li>• Empathy <i>Feelings and Emotions</i></li> </ul>  | <ul style="list-style-type: none"> <li>• Planning and deciding<br/><i>Relationships/Feelings and Emotions/ Being Responsible</i></li> </ul>   |
| Year 3     | <ul style="list-style-type: none"> <li>• Self-organisation including time management<br/><i>**Computer Safety/Money Matters/Hazard Watch</i></li> </ul>  | <ul style="list-style-type: none"> <li>• Negotiation (including being flexible and to compromise<br/><i>**Computer Safety/Money Matters/Hazard Watch</i></li> </ul>  | <ul style="list-style-type: none"> <li>• Gathering and using data (including assessing the validity and reliability of data sources)<br/><i>**Computer Safety/Money Matters/Hazard Watch</i></li> </ul>   |
| Year 4     | <ul style="list-style-type: none"> <li>• Recognising and managing the need for peer approval<br/><i>Keeping staying safe / Keeping and staying healthy</i></li> <li>• Self-regulation (including managing strong emotions)<br/><i>Feelings and emotions</i></li> </ul> | <ul style="list-style-type: none"> <li>• Recognising strategies for managing pressure, persuasion and coercion.<br/><i>Keeping staying safe Keeping and staying healthy Feelings and emotions</i></li> </ul> | <ul style="list-style-type: none"> <li>• Analysis—including separating fact from opinion.<br/><i>Keeping staying safe Keeping and staying healthy Feelings and emotions</i></li> <li>• Identification, assessment (including prediction) and management of risk.<br/><i>Keeping staying safe</i></li> </ul> |

| Year Group | Intrapersonal   | Interpersonal  | Enquiry   |
|------------|---|--|---|
| Year 5     | <ul style="list-style-type: none"> <li>• Resilience</li> </ul> <p><i>Growing and Changing</i></p> <p><i>Being Responsible</i></p> <ul style="list-style-type: none"> <li>• Critical, constructive self-reflection</li> </ul> <p><i>Growing and Changing</i></p> <p><i>Being Responsible</i></p>                           | <ul style="list-style-type: none"> <li>• Recognising strategies for managing pressure, persuasion and coercion.</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Evaluating social norms</li> </ul> <p><i>Being Responsible</i></p> <ul style="list-style-type: none"> <li>• Reviewing progress against objectives</li> </ul> <p><i>Personal targets</i></p>  |
| Year 6     | <ul style="list-style-type: none"> <li>• Recognising some of the common ways our brains can trick us in unhelpful thinking.</li> </ul> <p><i>The Working World - Price comparison</i></p> <ul style="list-style-type: none"> <li>• Learning from experience to seek out and make use of constructive feedback.</li> </ul> | <ul style="list-style-type: none"> <li>• Responding to the need for positive affirmation for self and others.</li> </ul> <p><i>A World Without Judgement</i></p> | <ul style="list-style-type: none"> <li>• Recalling and applying knowledge creatively in novel situations.</li> </ul> <p><i>The Working World</i></p> <ul style="list-style-type: none"> <li>• Drawing and defending conclusions using evidence not just assertion.</li> </ul> <p><i>The Working World</i></p> <p><i>A World Without Judgement</i></p> |

\*\* These objectives may be covered through cross-curricular teaching.

## APPENDIX C - CROSS-CURRICULAR LINKS AGAINST ONE DECISION MODULES

| 5-8 Module                         | Topic   | Cross-Curricular Links    | Learning opportunities within school   | Additional learning experiences  |
|------------------------------------|---|---------------------------|--|--|
| <b>Keeping and Staying Safe</b>    | Road Safety<br>Tying Shoelaces<br>Staying Safe<br>Leaning out of Windows        |                           | Assemblies<br>Workshops  | DeeDee Assembly delivered by OneDecision<br>NSPCC Workshop<br>Trip to Fire Station |
| <b>Keeping and Staying Healthy</b> | Healthy Eating<br>Washing Hands<br>Brushing Teeth<br>Medicine                   | Science<br>Assemblies     | Year 2: Animals including humans - nutrition and hygiene<br>Year 3: Animals including humans - nutrition | General classroom routines   |
| <b>Relationships</b>               | Bullying<br>Friendship<br>Body Language<br>Touch                                | Assemblies                | Learning Superheroes<br>British Values   | Big Education Workshop   |
| <b>Being Responsible</b>           | Practise Makes Perfect<br>Water Spillage<br>Helping Someone in Need<br>Stealing | Assemblies                | Learning Superheroes<br>School Council<br>Classroom Roles<br>Charitable Events                           |  |
| <b>Feelings and Emotions</b>       | Jealousy<br>Anger<br>Worry<br>Grief   | Assemblies<br><br>Science | Pig of Happiness stickers<br><br>Year 2 Living Things and their Habitats                                 | Protective Behaviour Groups  |
| <b>Computer Safety</b>             | Online Bullying<br>Image Sharing<br>Making Friends Online                       | Computing                 | Assemblies<br>e-safety guidance  | Big Education Workshop   |
| <b>Money Matters</b>               | Money Matters   | Maths                     | The value of coins<br>Problem solving with money   |  |
| <b>Hazard Watch</b>                | Hazard Watch  | Science                   | Assemblies   |  |

| 8-11 Module                        | Topic  | Cross-Curricular Links | Learning opportunities within school  | Additional learning experiences                      |
|------------------------------------|--|------------------------|---|--|
| <b>Keeping and Staying Safe</b>    | Cycle Safety<br>Peer Pressure<br>Water Safety                        | PE                     | Year 6 - Cycling Proficiency<br>Year 4 and 6 - Swimming Lessons   | NSPCC Workshop<br>Big Education Workshop             |
| <b>Keeping and Staying Healthy</b> | Healthy Living<br>Smoking<br>Alcohol                                 | Science                | Animals including Humans:<br>Year 4 - Nutrition<br>Year 5 - Digestive System/Teeth<br>Year 6 - Heart/Circulatory System | Drug Education Workshop                              |
| <b>Growing and Changing</b>        | Relationships<br>Puberty<br>Conception                               | Science                | Animals including Humans<br>Year 5 - Changes as humans develop to old age   | Big Education Workshop                               |
| <b>Being Responsible</b>           | Coming Home on Time<br>Looking Out for Others<br>Stealing            | Assemblies             | Prefects<br>School Council<br>Stevenage School Parliamentarians<br>Sports Crew<br>Classroom Roles                       | Crucial Crew<br>Hazard Alley<br>Mini-Police - Year 5 |
| <b>Feelings and Emotions</b>       | Jealousy<br>Anger<br>Worry   | Assemblies             | Pig of Happiness<br>Worry Boxes   | Protective Behaviour Groups<br>Anti-bullying week    |
| <b>Computer Safety</b>             | Online Bullying<br>Image Sharing<br>Making Friends Online            | Computing              | Assemblies<br>e-safety guidance   | NSPCC Workshop<br>Big Education Workshop             |
| <b>The Working World</b>           | Chores at Home<br>Enterprise<br>In-App Purchases                     | Maths                  | Assemblies<br>Reasoning and Problem Solving   | KidZania Career Week - Year 3 and 4                  |
| <b>A World Without Judgement</b>   | Breaking Down Barriers<br>Inclusion and Acceptance<br>British Values | RE                     | Exploration of different teachings and beliefs<br>Assemblies  | Visits to places of worship                          |

## APPENDIX D - ASSEMBLY OVERVIEW

### Assemblies 2020/2021 - Tuesdays (T) and Wednesdays (W)

Note: Every Monday = Achievement Assembly and every Thursday = Singing

|          | Week 1<br>w/c 07.09.20                          | Week 2<br>w/c 14.09.20.   | Week 3<br>w/c 21.09.20    | Week 4<br>w/c 28.09.20          | Week 5<br>w/c 05.10.20.                  | Week 6<br>w/c 12.10.20.          | Week 7<br>w/c 19.10.20          |
|----------|---|---------------------------|---------------------------|---------------------------------|--|----------------------------------|---------------------------------|
| Autumn 1 | T<br>Back to school<br>(including Co-operation) | School Council            | Courtesy                  | Harvest Festival                | Black History Month                      | Trust                            | Reading Week                    |
|          | W<br>The Golden Rules                           | Democracy                 | Tolerance and Forgiveness |                                 | Respect Diversity                        | How have you co-operated?        | Roald Dahl                      |
|          | w/c 02.11.20                                    | w/c 09.11.20.             | w/c 16.11.20.             | w/c 23.11.20.                   | w/c 30.11.20.                            | w/c 07.12.20.                    | w/c 14.12.20.                   |
| Autumn   | T<br>Empathy                                    | Remembrance Day           | Diwali (Hinduism)         | Random Acts of Kindness         | Malala Yousafzai<br>Inspirational figure | Human Rights Day                 | Thinking of others at Christmas |
|          | W<br>Guy Fawkes                                 | Anti-bullying Week        | Kindness                  | Honesty                         | Advent                                   | The Nativity                     | How have you empathised?        |
|          | w/c 04.01.21                                    | w/c 11.01.21.             | w/c 18.01.21.             | w/c 25.01.21.                   | w/c 01.02.21.                            | w/c 08.02.21.                    | w/c 15.02.21                    |
| Spring 1 | T<br>Curiosity                                  | Curiosity about the world | Martin Luther King Day    | Holocaust Memorial              | E-Safety                                 | Chinese New Year: Year of the Ox | Half Term                       |
|          | W<br>Stranger Danger                            | Courage                   | Families around the world | Curiosity - space               | E-Safety                                 | How have you been curious?       |                                 |
|          | w/c 22.02.21                                    | w/c 01.03.21.             | w/c 08.03.21.             | w/c 15.03.21.                   | w/c 22.03.21.                            | w/c 29.03.21.                    | w/c 05.04.21                    |
| Spring 2 | T<br>Perseverance<br>Determination              | Thomas Edison             | Purim Holi (Judaism)      | The Easter Story (Christianity) | The Easter Story                         | Easter Break                     |                                 |
|          | W<br>Fairtrade                                  | Stephen Hawkins           | Healthy Living            | The Easter Story                | How have you persevered?                 |                                  |                                 |
|          | w/c 12.04.21                                    | w/c 19.04.21.             | w/c 26.04.21.             | w/c 03.05.21.                   | w/c 10.05.21.                            | w/c 17.05.21.                    | w/c 24.05.21                    |
| Summer 1 | T<br>Reflection                                 | Ramadan (Islam)           | Going for Goals           | How Lucky We Are                | Florence Nightingale's b-day             | EID (Islam)                      |                                 |
|          | W<br>St. George's Day                           | Growth Mindset            | Invisible Disabilities    | Mental Health                   | Mental Health                            | Local Community History          | What have you reflected on?     |
|          | w/c 07.06.21.                                   | w/c 14.06.21.             | w/c 21.06.21.             | w/c 28.06.21.                   | w/c 05.07.21.                            | w/c 12.07.21.                    | w/c 19.07.21                    |
| Summer 2 | T<br>Independence                               | Healthy Eating Week       | Freedom of Expression     | Ghandi                          | Inspirational Women in Sport             | Change                           | Moving on                       |
|          | W<br>World Environment Day                      | Healthy Eating Week       | Emmeline Pankhurst        | Freedom (civil liberties)       | Library Challenge                        | How have you been independent?   | Hope for the Future             |

## APPENDIX E - WITHDRAWAL FROM SEX EDUCATION WITHIN RSE

| TO BE COMPLETED BY PARENTS   |  |       |  |
|--|--|-------|--|
| 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 signature   |  |       |  |