



Relationships and Sex Education Policy

November 2024

Relationships and Sex Education Policy

Policy to be reviewed annually			
Action	Owner	Date	Completed
Reviewed	PSCHE Coordinator	November 2024	✓
Approved	Education Committee		
Approved	Board of Governors		

Date of next review: September 2025

To be published on	
School network	✓
School website	✓

Accessibility notice

To enable easier reading, this Policy is available in a larger font upon request

This policy applies equally to Reception, KS1 and KS2 as taught at St Christopher's School.

Introduction

Relationships and Sex Education (RSE) is the education of the 'fundamental building blocks and characteristics of positive in-person and online relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.' It is about the emotional, social, cultural development of pupils, and involves learning about healthy lifestyles, diversity and personal identity.

Sex Education is tailored to the age and physical and emotional maturity of the pupils. It ensures that pupils are prepared for the changes that adolescence brings and how a baby is conceived and born. In an age-appropriate manner, the programme supports children in 'establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other contact – all of which are forerunners of teaching about consent, which takes place at secondary school.' (DfE 2020). The teaching materials used are appropriate to the religious background of the pupils. Through sex education, children develop a growing understanding of bodies and how they change, with a focus on puberty in Years 5 and 6. Full details of the content of the sex education programme is shared with parents before it is taught. Parents have a right to withdraw their children from sex education beyond the national curriculum for science.

We have based our school's RSE policy on the following:

DfE guidance documents Relationships Education, Relationships and Sex Education (RSE) and Health Education, last updated September 2021; Relationships Education (Primary), last updated September 2021; Physical Health and Mental Well-being (Primary and secondary), last updated September 2021; PParenal surveys

Sex and relationships education (SRE) for the 21st century. 2014 Brook, PSHE Association and Sex Education Forum. (Government recommended supplementary advice, taking into account a world transformed by the internet).

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 and the Equality act 2010.

RSE is part of the Personal, Social, Health and Citizenship Education (PSHCE) curriculum in our school. We use RSE with regards to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions in an age-appropriate way. We do not use sex education as a means of promoting any particular form of sexual orientation.

Aims and objectives

St Christopher's School believes that RSE will be developmental and a foundation for further work in secondary school.

We believe that the school curriculum should be one which:

- promotes the spiritual, moral, cultural, mental, and physical development of the pupils at the school and of the society
- prepares children for the opportunities, responsibilities, and experiences of adult life
- works in partnership with parents/carers
- clarifies the content and the manner in which RSE is delivered in this school

Curriculum

By the end of primary school, St Christopher’s pupils have explored the concepts below through a spiral curriculum. They are addressed in an age-appropriate way with increasing depth. Our long-term plan does not dictate when teachers cover each topic of the curriculum, allowing teachers the ability to organise topics at their discretion to address the needs of the children in their care and make cross-curricular links with other subjects. Parents will be notified before sex education is taught and have the right to contact the Head to withdraw their child.

Year 1 to Year 6:

- The importance of building positive relationships involving trust and respect with others and themselves
- How to build positive relationships with others and themselves
- Respect for the views of other people with a willingness to be open-minded
- Safe online behaviour and relationships
- Physical and mental well-being
- Exploring moral questions
- Appropriate and inappropriate or unsafe physical contact and what do to if they have concerns
- Having respect for one’s own body, including consent and naming the parts of the body using anatomically correct language, including external genitalia

Years 5 and 6 only:

- Preparing pupils for the changes that adolescence brings, including the physical development of their bodies as they grow into adults
- The way humans reproduce

See Appendix A for scheme of work.

Context

While RSE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:

- RSE should be taught in the context of the importance of family life
- RSE education is part of a wider social, personal, spiritual, and moral education process

Organisation

Delivery

- RSE involves a combination of sharing information and exploring issues and values.
- Teachers delivering RSE have received briefing and / or training by the Head of PSHCE or external trainers, and use appropriate language, such as the correct medical and scientific vocabulary for parts of the body.
- RSE is taught through planned aspects of science, PSHCE, and RE.
- Content may be covered during Internet Safety week - staying safe online, through social media and other technology.
- Discussions and celebrations of diverse families and relationships are fully integrated in the curriculum using age-appropriate language and themes. Celebrations may include marking events such as LGBTQ+ history month with a focus on Families, Love and Self-Expression, and other similar events.
- In the Lower school, through PSHCE lessons, pupils are made aware of the NSPCC 'underwear rule' in an age-appropriate way.
- In Year 5, the topic of 'changes during puberty' is delivered within the science curriculum and the science teacher is responsible for carrying out the delivery. Throughout the delivery of the topic, cross-curricular links are made to PSHCE.
- We also teach some sex education through other subject areas where we feel that they contribute significantly to a child's knowledge and understanding of their own body, and how it is changing and developing.
- Teachers aim to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that pupils know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children. We encourage the children to ask for help if they need it.
- In science lessons across both key stages, we follow the guidance material in the National Curriculum scheme of work for science. In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2, we teach about life processes and the main stages of the human life cycle in greater depth.

- We regularly invite parents to attend workshops or talks on themes which relate to our PSHCE curriculum, e.g. Tooled Up, Digital Parenting and Friendship workshops.

Accessibility of content / SEND

Relationships and Sex Education at our school is differentiated and personalised to ensure it is accessible to all pupils, including those with learning needs, and in particular with social interaction and communication needs, e.g. pupils with ADHD or on the Autism spectrum. The mechanics of social interaction conventions and rules are explained to help pupils interpret actions or comments and be able to predict the reactions they might receive. Careful planning and consultation are carried out to take into consideration the impacts of physical disabilities.

The role of the school

The school is aware that the primary role in children’s sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust, and co-operation. In order to fulfil this objective, we:

- inform parents about the school’s RSE policy and practice
- answer any questions that parents may have about the sex education of their child
- take seriously any issue that parents raise with the arrangements for sex education in the school
- inform parents about the best practice known with regard to sex education so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from all, or part, of the sex education lessons (beyond the national science curriculum) in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. NSPCC workshops have taken place to support our RSE programme, such as their ‘Speak Out, Stay Safe’ programme. We also invited the Metropolitan Police in to lead workshops with Year 6 on personal safety when out and about, county lines and grooming behaviours, gangs and the risks, effects and laws surrounding the use of drugs.

The role of the Head

- It is the responsibility of the Head to ensure that both staff and parents are informed about the RSE policy, and that the policy is implemented effectively

- It is also the Head's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- The Head liaises with external agencies regarding the school's RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework
- The Head monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy

Confidentiality

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that she may have been a victim of abuse. If the teacher has concerns, they will draw them to the attention of the Designated Safeguard Lead. The DSL will then deal with the matter in line with the school's Child Protection Safeguarding policy.

Parental rights

We are required to teach Relationships Education, which is made clear under sections 34 and 35 of the Children and Social Work Act 2017. Parents are therefore unable to withdraw their children from Relationships Education.

We inform all parents and carers of children about the content being covered in sex education lessons.

We recognise that parents have the final decision about their daughter's Relationships and Sex Education. Some of the topics discussed may be deemed inappropriate to the background and beliefs of individual parents and their daughter. In such cases, we fully respect and uphold the rights of parents to withdraw their daughter from aspects of the course.

Alternative arrangements will be made for pupils in these circumstances; usually, this will involve private study in the library.

The right to withdraw from lessons relates only to Relationships and Sex Education, and not to the teaching of the biological aspects of human growth and reproduction, as part of the science curriculum.

Parents can contact the Head if they would like to withdraw their child from such lessons. See Appendix B for templates of letters sent.

Monitoring, assessment and review

- The Head of PSHCE and the Head monitor our RSE policy on an annual basis. They give serious consideration to any comments from parents about the RSE programme and make a record of all such comments.
- Pupils' development in RSE is monitored by the class teachers as part of our internal assessment systems.

- Teaching is continually assessed, to help identify misconceptions and recognise where pupils need extra support or intervention.
- Whilst there is no formal examined assessment for these subjects, we use staff feedback, pupil interviews, self-evaluations and lesson observations to capture progress and review the impact and effectiveness of the curriculum. Summative assessment is also used within lessons to gauge pupils' prior understanding and acquisition of new knowledge.
- Pastoral care is tracked by the Head of Lower School and Head of Upper School and informs the RSE policy and curriculum.
- Where appropriate, reviews may involve consulting parents.
- This policy will be reviewed annually by the Head of PSHCE and approved by the Head, and the Education Committee.

Appendix A – Scheme of Work

Relationships and Sex Education Curriculum

To Note:

- Relevant statutory Science Curriculum has been included.
- Topics are addressed in several year groups - contents and vocabulary are always adapted to be age- and need-appropriate. Topics where details are communicated to parents in advance of lessons are noted where relevant with *`*Parents notified at least 2 weeks in advance`*.
- In addition to the programme below, the school celebrates diversity in and around our community, and different identities (e.g. Neurodiversity, Women's History Month, Black History Month) to promote a culture of inclusion.
- The RSE curriculum is reviewed annually; any changes are communicated to parents before being implemented.

Reception	<ul style="list-style-type: none"> • Families, love and self-expression (to coincide with LGBTQ+ History Month) • Share 'All About Me' - begin to explore likes and dislikes and share these with classmates, celebrating similarities and differences • Identifying who loves and cares for them and what they do to help them feel cared for • Making friends and conflict resolution • What to do if they feel worried
Year 1 Science (Statutory)	<ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

<p>Year 1</p> <p>Relationships education</p>	<ul style="list-style-type: none"> Families, love and self-expression (to coincide with LGBTQ+ History Month) Understanding themselves – understanding that they are <i>all</i> these identities (e.g. daughter, painter, runner, sister...) Making friends and conflict resolution <i>SUMMER TERM</i> - Naming parts of the body; Learning that some things are private; What to do if feeling worried or unsafe <i>*Parents notified at least 2 weeks in advance</i>
<p>Year 2</p> <p>Science (Statutory)</p>	<ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults <i>The focus at this stage should be on questions that help pupils to recognise growth; they do not learn about how reproduction occurs.</i> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
<p>Year 2</p> <p>Relationships Education</p>	<ul style="list-style-type: none"> Families, love and self-expression (to coincide with LGBTQ+ History Month) Understanding themselves and others Healthy friendships and conflict resolution What to do if they feel worried or unsafe Understand how to respond to adults they do not know
<p>Year 3</p> <p>Science (Statutory)</p>	<p>No statutory science learning relating to RSE at this stage.</p>

<p>Year 3</p> <p>Relationships Education</p>	<ul style="list-style-type: none"> Families, love and self-expression (to coincide with LGBTQ+ History Month) Understanding themselves and others Healthy friendships/relationships and conflict resolution Managing hurtful behaviour and bullying Understanding families and the ways people care for each other <i>SUMMER TERM</i> – Respecting privacy; personal boundaries; acceptable and unacceptable physical contact <i>*Parents notified at least 2 weeks in advance</i>
<p>Year 4</p> <p>Science (Statutory)</p>	<p>No statutory science learning relating to relationships education at this stage.</p>
<p>Year 4</p> <p>Relationships Education</p>	<ul style="list-style-type: none"> Families, love and self-expression (to coincide with LGBTQ+ History Month) Understanding and respecting themselves and others Healthy friendships/relationships (on and offline); conflict resolution; peer influence Managing hurtful behaviour and bullying What to do if they feel worried or unsafe
<p>Year 5</p> <p>Science (Statutory)</p> <p><i>SUMMER TERM</i></p>	<ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the changes as humans develop to old age including

	<ul style="list-style-type: none"> Describe the life process of reproduction in some plants and animals, including <i>internal</i> reproductive organs <i>We do not teach specifically about sex. At this stage, the girls learn that a sperm cell meets an egg and can be fertilised to make a baby.</i>
Year 5 Relationships Education	<ul style="list-style-type: none"> Families, love and self-expression (to coincide with LGBTQ+ History Month) Understanding and respecting themselves and others Healthy friendships/relationships (on and offline); conflict resolution; peer influence Managing hurtful behaviour; Understanding discrimination, prejudice and stereotypes What to do if they feel worried or unsafe <i>SUMMER TERM</i> – Puberty: Understanding the physical and emotional changes that happen when approaching and during puberty (including menstruation); Role of hormones <i>*Parents notified at least 2 weeks in advance</i>
Year 6 Science (Statutory)	<p>No statutory science learning relating to RSE at this stage, however, we revisit the Y5 objectives as part of applying prior knowledge to new learning.</p>
Year 6 Relationships Education	<ul style="list-style-type: none"> Families, love and self-expression (to coincide with LGBTQ+ History Month) Understanding and respecting themselves and others

	<ul style="list-style-type: none">• Healthy friendships/relationships (on and offline); conflict resolution; peer influence• Managing hurtful behaviour; Understanding discrimination, prejudice and stereotypes• What to do if they feel worried or unsafe
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EYFS and Key Stage 1 PSHCE Scheme of Work 2024-25

The curriculum remains flexible so that it can be adapted to the needs of each class.

Two half hour slots are used per class, per week. Every other week, the 30-minute slot on a Monday will take the form of a Key Stage assembly where topics are linked to either the scheme of work or the four main areas – personal development, citizenship, lifestyle and emotional wellbeing. In addition, opportunities for trips and speakers are used to strengthen the provision and national awareness weeks are reflected upon and used as a spur for activities.

Learning is documented through a reflective process using Thinking Hats and our St C's Habits.

Core Themes		EYFS	Year 1	Year 2
CORE THEME: HEALTH AND WELLBEING	Health	<p><u>Physical Wellbeing</u> Introduce simple hygiene routines that can stop germs from spreading</p> <p>The people who help us stay physically healthy</p> <p>The people who help keep us safe</p>	<p><u>Physical Wellbeing</u> Review simple hygiene routines that can stop germs from spreading</p> <p>How to keep safe in the sun and protect skin from sun damage</p> <p>Who keeps us safe and how we can keep ourselves safe?</p> <p>Different ways to learn and play; recognising the importance of knowing when to take a break from screen use</p>	<p><u>Physical Wellbeing</u> What keeping healthy means; different ways to keep healthy (cc science link)</p> <p>Foods that support good health and the risks of eating too much sugar</p> <p>How physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>Why sleep is important and different ways to rest and relax</p> <p>How medicines can help people to stay healthy</p>

	<p>Mental Health</p>	<p><u>Feelings / Emotions</u></p> <p>Begin to name different feelings that humans can experience</p> <p>Begin to recognise and name what they are feeling using feeling words</p> <p>Understand that we all have feelings and that they are all valid.</p> <ul style="list-style-type: none"> • 	<p><u>Feelings / Emotions</u></p> <p>Explore and name different types of feelings</p> <p>Begin to identify what named feelings look like for them – how their body/face looks and feels</p> <p>Begin to recognise what named feelings look like in other people</p> <p>Recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>Develop ways of sharing feelings; a range of words to describe feelings</p> <p>Begin to explore things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).</p> <ul style="list-style-type: none"> • 	<p><u>Feelings / Emotions</u></p> <p>Introduce the term 'empathy'.</p> <p>Explore how understanding their feelings can help them understand others' feelings / reactions.</p> <p>Begin to explore how their behaviour impacts other people, understanding reactions of others.</p> <p>Identify different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they do not feel good.</p> <p>Recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <ul style="list-style-type: none"> •
	<p>Keeping Safe</p>	<p><u>ONLINE SAFETY</u> Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that makes them feel uncomfortable/sad/scared</p> <p><u>ROAD SAFETY</u> How to cross the road safely</p>	<p><u>PHYSICAL SAFETY</u> How household products (including medicines) can be harmful if not used correctly</p> <p>Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p><u>ONLINE SAFETY</u> Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something</p>	<p><u>PHYSICAL SAFETY</u> Rules and age restrictions that keep us safe</p> <p>How to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>How to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>(CC Science)</p> <p>Understand how electric shocks happen</p>

			<p>that makes them feel uncomfortable/ sad/scared</p> <p>Refer to/ recap <u>SMART rules</u></p>	<p>Identify electrical dangers in homes</p> <p>Explain what to do if someone has an electric shock</p> <p>What to do if there is an accident and someone is hurt</p> <p>How to get help in an emergency (how to dial 999 and what to say)</p> <p>Explore the different emergency services that we have in this country and what they do - the role of the police, fire fighters and the ambulance</p> <p><u>ONLINE SAFETY</u> Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that makes them feel uncomfortable/ sad/scared</p> <p>Understand that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>Refer to/recap <u>SMART rules</u></p> <p><u>ROAD SAFETY</u> - potential dangers on roads - the Green Cross Code - how to use a zebra crossing -how traffic lights work and what they mean</p>
	Ourselves , Growing and Changing	Recognise what makes them special and the ways in which we are all unique	Recognise that they grow and change – physical, emotional, skills	How to manage when finding things difficult (<i>link to growth mindsets, power of YET</i>)

		<p>Identify what they are good at and share their likes and dislikes</p> <p>How to manage feelings when finding things difficult (<i>link to growth mindsets, power of YET</i>)</p> <p>Preparing to move to a new class/year group</p>	<p>Begin to reflect on how they grow and change – physical, emotional, skills</p> <p>Begin to understand that others can help them grow and change - consider the people who help them and what they help them to do</p> <p>Discuss which skills they look forward to being able to master</p> <p>Begin to understand their responsibilities – how these change</p> <p>Setting Goals</p> <p>How to manage when finding things difficult (<i>link to growth mindsets, power of YET</i>)</p> <p>Preparing to move to a new class/year group</p>	<p>Name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicle)</p> <p>Growing and changing from young to old and how people’s needs change</p> <p>Preparing to move to a new class/year group</p>
<p>CORE THEME: RELATIONSHIPS</p>	<p>Understanding themselves</p>	<p><u>Identity</u></p> <p>During the Autumn Term ‘All about Me’ topic, girls will share information about themselves, their families, their likes and dislikes. They will celebrate their differences and similarities with their new classmates</p> <ul style="list-style-type: none"> • 	<p><u>Identity</u></p> <p>(<i>Preparation for understanding identity</i>)</p> <p>Begin to explore the things that make them who they are – understanding that they are ALL these identities (e.g. daughter, painter, runner, sister...)</p> <p>Exploring that these things make them part of a group --> I know and like who I am and can talk about my family and myself and name some of my group identities</p> <ul style="list-style-type: none"> • 	<p><u>Identity</u></p> <p>I can talk about interesting and healthy ways that some people who share my group identities live their lives.</p> <p>Comparing what they know + awareness of others --> I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both</p>
	<p>Families and Friendships</p>	<p>Identify the people who love and care for them and what they do to help them feel cared for</p> <p>Learn that families may be different to their own</p>	<p>The roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>The importance of telling someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>What makes friends special? What does a good friendship look/feel like?</p> <p>How to treat themselves and others with respect; how to be polite and courteous</p>

		<p>Identify common features of family life – that they show love and care towards one another</p> <p>How people make friends and what makes a good friendship</p> <p>How to recognise when they or someone else feels lonely and what to do</p> <p>Simple strategies to resolve arguments between friends – who to ask for help</p> <p>What is kind and unkind behaviour, and how this can affect others</p> <p>Recognise the ways in which they are the same and different to others</p> <p>How to listen to other people and play and work cooperatively</p> <p>How to talk about and share their opinions on things that matter to them</p>	<p>How people make friends and what makes a good friendship</p> <p>Simple strategies to resolve conflicts between friends positively</p> <p>How to ask for help if a friendship is making them feel unhappy</p> <p>How to treat themselves and others with respect; how to be polite and courteous</p> <p>How to listen to other people and play and work cooperatively</p> <p>Understand that bodies and feelings can be hurt by words and actions</p>	<p>How to listen to other people and play and work cooperatively</p> <p>Discuss the importance of honesty in friendship</p> <p>Simple strategies to resolve conflicts between friends positively</p> <p>How to ask for help if a friendship is making them feel unhappy</p> <p>Understand that all types of hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others are unacceptable behaviour and how to report bullying; the importance of telling a trusted adult</p> <p>Begin to understand what bullying is</p> <p>How people may feel if they experience hurtful behaviour or bullying</p>
	Safe Relationships	<p>What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>Name parts of the body using anatomically correct language including external genitalia (e.g. vulva, vagina, penis, testicle) <i>*At least two weeks before teaching, a letter should be sent notifying parents</i></p> <p>Recognise that some things are private and the importance of respecting privacy; parts of their body covered by underwear are private</p> <p>Identify how to respond if physical contact makes them feel uncomfortable</p>	<p>How to respond safely to adults they don't know</p> <p>Understanding that they do not need to keep adults' secrets (only happy surprises that others will find out about eventually)</p> <p>Review what to do if they feel unsafe or worried for themselves or others</p> <p>Introduce basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p>

			<p>or unsafe – right to say no (consent)</p> <p>Know there are situations when they should ask for permission and when their permission should be sought</p> <p>Identify what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p><i>Refer to NSPCC site as guide --> Do not teach the acrostic poem. This will be covered in later years.</i></p>	<p>Review who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p><i>Refer to NSPCC site as guide --> Do not teach the acrostic poem. This will be covered in later years.</i></p>
CORE THEME: LIVING IN THE WIDER WORLD	Shared Responsibilities	<p>What rules are, why they are needed</p> <p>Things they can do to help look after their environment</p>	<p>What rules are, why they are needed, and why different rules are needed for different situations</p> <p>Things they can do to help look after their environment</p>	<p>What rules are, why they are needed, and why different rules are needed for different situations</p> <p>How people and other living things have different needs; about the responsibilities of caring for them</p>
	Communities <i>COMMUNITY BUILDING – AUTUMN 1</i>	<p>Create class agreements and routines</p> <p>Discuss school Golden Rules & e-safety SMART rules</p> <p>Who is in our community and how do we treat one another</p> <p>The different roles and responsibilities people have in their community</p>	<p>Create class agreements and routines</p> <p>Discuss school Golden Rules & e-safety SMART rules</p> <p>Belonging- (CC link to RE) The different groups they belong to</p> <p>The different roles and responsibilities people have in their community</p>	<p>Create class agreements and routines</p> <p>Discuss school Golden Rules e-safety SMART rules</p> <p>Who is in our community and how do we treat one another</p> <p>Explore strategies for conflict resolution</p>
	Media literacy & Digital resilience		How the internet and digital devices can be used safely to find things out and to communicate with others	How the internet and digital devices can be used safely to find things out and to communicate with others

				<p>The role of the internet in everyday life</p> <p>Understand that not all information seen online is true</p>
	Economic wellbeing	<p>Different jobs that people they know or people who work in the community do</p> <p>Understand that everyone has different strengths</p>	<p>What money is; forms that money comes in; that money comes from different sources - (cc maths link)</p> <p>The difference between needs and wants; sometimes people may not always be able to have the things they want</p> <p>Understand that everyone has different strengths Understand that jobs help people to earn money to pay for things</p>	<p>Different jobs that people who work in the community do and dispel stereotypes, instead explore...</p> <p>The strengths and interests someone might need to do different jobs</p> <p>Understand that people make different choices about how to save and spend money</p> <p>Understand that money needs to be looked after; different ways of doing this</p>

Key Stage 2 PSHCE Scheme of Work 2024-25

The curriculum remains flexible so that it can be adapted to the needs of each class.

Two half hour slots are used per class, per week. Every other week, the 30-minute slot on a Monday will take the form of a Key Stage assembly where topics are linked to either the scheme of work or the four main areas – personal development, citizenship, lifestyle and emotional wellbeing. In addition, opportunities for trips and speakers are used to strengthen the provision and national awareness weeks are reflected upon and used as a spur for activities.

Learning is documented through a reflective process using Thinking Hats and our St C's Habits of Mind.

CORE THEME 1: HEALTH AND WELLBEING	Health	<p>Understand why it is important to be clean</p> <p>Dental care (cc science link) How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices; the effects of smoking)</p> <p>Explore different ways to learn and play; recognising the</p>	<p>What good physical health means, how to recognise early signs of physical illness</p> <p>The choices that support a healthy lifestyle, and recognise what might influence these</p> <p>How to recognise that</p>	<p>How regular exercise benefits mental and physical health (e.g. walking or cycling to school); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p>	<p>Understand that bacteria and viruses can affect our health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and</p>
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		importance of knowing when to take a break from screen time	<p>habits can have both positive and negative effects on a healthy lifestyle</p> <p>What constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>The benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p>	<p>How sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>The benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>Strategies for managing time online</p>	immunisations; how allergies can be managed
	Mental Health	<p>Identify and name more complex feelings / emotions</p> <p>Begin to understand how these complex emotions can make us feel and act</p> <p>Begin to understand how to accept these feelings and manage their reactions to them</p>	<p>Strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and</p>	<p>Recognise that feelings can change over time and range in intensity</p> <p>Everyday things that affect feelings and the importance of expressing feelings</p> <p>Expanding their vocabulary</p>	<p>Exploring change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>

		<p>Develop understanding of empathy – trying to understand the actions and circumstances of others</p> <p>Introduce the term ‘mental health’ and explain that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</p> <p>Begin to explore change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>	<p>spending time with family and friends can support mental health and wellbeing</p>	<p>when talking about feelings</p> <p>Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>Recognising warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>Recognising that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p>	
	<p>Keeping Safe</p>	<p>The importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p>	<p>The importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal</p>	<p>The importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal</p>	<p>The importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or</p>

		<p>Refer to/recap <u>SMART rules</u></p> <p><i>Alan McKenzie - e-safety adviser visiting and running workshops for pupils on SID (6th Feb)</i></p> <p>How to predict, assess and manage risk in different situations</p> <p>Discuss hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>The importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p>information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>Refer to/recap <u>SMART rules</u></p> <p>*Revisited, reinforced and extended *See linked objectives below under 'Relationships' and 'Media literacy & digital resilience' topics</p> <p>Pupils discuss '<u>Pupil Acceptable Use</u>' in Digitech</p> <p>Digital Awareness Training (Guest Speakers)</p> <p><i>Alan McKenzie - e-safety adviser visiting and running workshops for pupils on SID (6th Feb)</i></p> <p>Reasons for following and complying with regulations and restrictions (including age</p>	<p>information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>*Revisited, reinforced and extended *See linked objectives below under 'Relationships' and 'Media literacy & digital resilience' topics</p> <p>Refer to/recap <u>SMART rules</u></p> <p>Pupils discuss '<u>Pupil Acceptable Use</u>' in Digitech</p> <p><i>Alan McKenzie - e-safety adviser visiting and running workshops for pupils on SID (6th Feb)</i></p>	<p>read online and how to report concerns, inappropriate content and contact</p> <p>*Revisited, reinforced and extended *See linked objectives below under 'Relationships' and 'Media literacy & digital resilience' topics</p> <p>Refer to/recap <u>SMART rules</u></p> <p><i>Alan McKenzie - e-safety adviser visiting and running workshops for pupils on SID (6th Feb)</i></p> <p>Pupils discuss '<u>Pupil Acceptable Use</u>' in Digitech</p> <p>First Aid Training with visiting company What is meant by first aid; basic techniques for dealing with common injuries (Common injuries might include bruises, scalds, burns, bleeds (cuts or nose bleeds). Schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person.)</p> <p>Understand that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think</p>
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			<p>restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>		<p>they or someone they know might be at risk (<i>Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia. We do <u>not</u> get consent from parents/carers before discussing FGM, but can let parents know after it has been discussed)</i>)</p>
	<p>Ourselves , Growing and changing</p>	<p>Discussions on personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>Recognise their individuality and personal qualities</p>	<p>Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>How to manage setbacks/ perceived failures, including how to re-frame unhelpful thinking</p>	<p>** Explore in Summer term PSHE :</p> <p>The physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing</p> <p>How hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p>	<p>The new opportunities and responsibilities that increasing independence may bring</p> <p>Strategies to manage transitions between classes and key stages</p>

			<p>Sex Education <i>*We must inform parents before we begin delivering Sex Education and inform them about what will be covered and vocabulary that will be used. Parents may choose to withdraw their child from these sessions</i></p> <p>How to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>The processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.</p> <p>Where to get more information, help and advice about growing and changing,</p>	
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				especially about puberty	
		<p>Things that people can put into their body or on their skin; how these can affect how people feel</p> <p>-Examples of things that go into bodies: food, water, fizzy drinks, sweets, medicines, fresh air, insect bites, injections, smoke.</p> <p>- Examples of things that go onto skin: make-up, clothes, moisturiser/cream, water, tattoos, hugs/kisses, sand, jewellery, animal hair/licks, smoke, plasters, bubbles, medicines.</p> <p>-How does it change how the person looks and/or feels?</p> <p>-Is it helpful or harmful for bodies?</p> <p>That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p>	<p>Pupils learn that caffeine, cigarettes, e-cigarettes/vaping and alcohol can affect people's health:</p> <p>-identify some of the risks of caffeine, cigarettes, e-cigarettes/vaping and alcohol</p> <p>-identify how these risks can affect the person, or those around them</p> <p>-explain how laws, guidelines and restrictions help to keep people safe and healthy</p> <p>-identify where people can get help and support to protect their own and others' health</p> <p>Key Vocabulary: Cigarette, e-cigarette, smoking, vaping, drinking, alcohol, caffeine, laws, guidelines, health, habit, quit, cessation</p>	<p>To learn about some of the risks and effects of legal and illegal drug use:</p> <p>-Learn that there are risks associated with using any type of drug</p> <p>-recognise that drugs have laws related to them and that some drugs are illegal to own, use or give to others</p> <p>-Analyse the level of risk in different situations, identifying that drugs can affect people in different ways</p> <p>-explain that for some people drug use can become an unhealthy habit that can be difficult to break but there is support available to help people; where to report any concerns they have</p> <p>Understand the influences and pressures that cause some to use or not use a drug</p> <p>- strategies for managing peer influence in situations that</p>	<p>The risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>Why people choose to use or not use drugs</p> <p>- strategies for managing peer influence in situations that might involve drugs</p> <p>The mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>The organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>

				might involve drugs	
CORE THEM E 2: RELATIONSHIPS	Understanding Themselves	<p>I know that all my group identities are part of me—but that I am always ALL me.</p> <p>I can feel good about myself without being mean or making other people feel bad.</p> <p>Understand how to solve a problem which might affect learning</p>	<p>I like knowing people who are like my and different from me, and I treat each person with respect. -- > I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.</p>	<p>I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgementally.</p> <p>Understand that for some people gender identity does not correspond with their biological sex</p>	<p>I have accurate, respectful words to describe how I am similar to and different from other people who share my identities and those who have other identities</p> <p>I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.</p>
	Families and close positive relationships	<p>To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>Understand that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>Understand that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>To recognise other shared characteristics of healthy</p>	<p>Learn about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>Understand that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>How to recognise if family relationships</p>	<p>Understand that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>

		<p>family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<p>are making them feel unhappy or unsafe, and how to seek help or advice</p>		
	Friendships	<p>The importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>What constitutes a positive, healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>The importance of seeking support if feeling lonely or excluded</p> <p>Understand that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>How friendships can change over time, making new friends and the benefits of having different types of friends</p> <p>Understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>How to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<p>Recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>The importance of seeking support if feeling lonely or excluded</p> <p>Understand that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>Strategies for recognising and</p>	<p>(Responsive to need) - Understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p><i>Digital Friendships lesson</i></p>	<p>(Responsive to need) - Understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>

			<p>managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>(Responsive to need) - Understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p>		
	Managing hurtful behaviour and bullying	<p>Revisited, Reinforced, Extended throughout KS2: The impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>Understanding discrimination: what it means and how to challenge it</p>			
	Respecting self and others	<p>Revisited, Reinforced, Extended throughout KS2: Understand that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>Respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>The importance of listening and responding respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>			
	Safe Relationships	Understand the importance of respecting privacy and personal boundaries; what is appropriate in friendships and	Understand why someone may behave differently	** explore in Summer term PSHE	Where to get advice and report concerns if worried about their own or someone

		<p>wider relationships (including online)</p> <p>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact * <i>Parents notified at least 2 weeks in advance</i></p> <p>How to seek and give permission (consent) in different situations</p> <p>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p>online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>Discussions about when to keep something confidential or secret, (e.g. a birthday surprise) and when it is right to break a confidence or share a secret</p> <p>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies</p>	<p>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>How to seek/ giving permission (consent) in different situations</p> <p>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p><u>Pose a Digital Dilemma</u> using thinking routine <u>Feelings and Options</u></p>	<p>else's personal safety (including online)</p>
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			for managing this		
CORE THEM E 3: LIVING IN THE WIDER WORLD	Shared responsibilities	<p>Revisited, Reinforced, Extended throughout KS2: Recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>Recognise there are human rights, that are there to protect everyone</p> <p>The relationship between rights and responsibilities</p> <p>The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>			
	Communities	<p>The different groups that make up their community; what living in a community means</p> <p>The importance of valuing the different contributions that people and groups make to the community</p> <p>What diversity means; the benefits of living in a diverse community; valuing diversity within communities</p>	<p>Revisit - What are stereotypes? How they can negatively influence behaviours and attitudes towards others</p> <p>Understand what prejudice is</p>	<p>What are stereotypes? How they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>Understand what prejudice is; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>Understand what prejudice is; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>Revisit, reinforce, extend</p> <p>Understand what prejudice is; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>

	Media literacy & digital resilience	Recognise ways in which the internet and social media can be used both positively and negatively	Recognise ways in which the internet and social media can be used both positively and negatively How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results Some of the different ways information and data is shared and used online, including for commercial purposes How information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information Recognise things that are appropriate to share and things that should not be shared on social media; rules surrounding distribution of images Learn how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation		
	Economic wellbeing : money	Recognise that people make spending decisions based on priorities, needs and wants Understand how people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	Recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' Understand how people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	Different ways to keep track of money Risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe The risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations Identify the ways that money can impact on people's feelings and emotions	

	<p>Economic wellbeing : Aspirations, work and career</p>	<p>Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>Understand that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>Understand that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p>	<p>Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>Understand that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>Explore stereotypes within the workplace and that a person's career aspirations should not be limited by them</p>	<p>Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>Understand what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p>	<p>Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>Identify the kind of job that they might like to do when they are older</p> <p>Explore some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>Recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
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Appendix B – Communication with Parents

Lower School Letter Template from NSPCC website

Edit as appropriate for each year group.

Dear Parent/Carer

This term Year **1/2** will be discussing the NSPCC's Underwear Rule in our PSHCE lessons. During these discussions we will aim to teach the girls important safety skills without giving explicit information or telling scary stories. We will draw on the resources designed by the NSPCC to teach this topic in a sensitive way.

The lessons will introduce a range of ideas, all delivered in a way that is fully age-appropriate. These include:

- Naming parts of the body using anatomically correct language, including vagina, vulva, bottom, penis and testicles.
- "Appropriate" and "inappropriate" touching
- Your daughter's right to say no to things that make her feel upset or uncomfortable
- Who your daughter can turn to if they ever feel upset or worried

If you would like to know more about the NSPCC's campaign and see how you can help keep your children safe in partnership with the school, more information can be found on the [NSPCC](#) website. Please note, in Year 1 we will not explicitly teach the PANTS acrostic as you see on the website, this will be covered in later years.

If you have any questions or concerns please do not hesitate to contact the Head.

With best wishes

FOR YEAR 3

Dear Parent/Carer,

This term Year 3 will be developing their understanding of consent. We will teach them to recognise different types of physical contact, consider what is acceptable and unacceptable and strategies to respond to unwanted physical contact.

We will be teaching our pupils the NSPCC's Underwear Rule, using the 'PANTS' acrostic, which is like a green cross code for staying safe from sexual abuse.

PANTS stands for:

- Privates are private
- Always remember your body belongs to you
- No means no
- Talk about secrets that upset you
- Speak up, someone can help

If you would like to know more about the NSPCC's campaign and see how you can help keep your children safe in partnership with your child's school, more information can be found at [nspcc.org.uk/underwear rule](https://nspcc.org.uk/underwear-rule).

If you have any questions or concerns please do not hesitate to contact the Head.

YEAR 5 LETTER TO PARENTS

Dear Parents,

This is to inform you that over the next half term, as part of the science curriculum, the girls will be focusing on the human lifecycle and the changes as humans develop through to adulthood. This follows on from the girls' exploration of plant and animal lifecycles and will answer many of the questions raised in those lessons.

As part of the learning, we will look at:

- Puberty and the role of hormones
- Physical and emotional changes during puberty
- Human reproduction

Language that the girls will be exposed to include:

-

In PSHCE lessons, the girls will also have a chance to discuss the topics covered. Parents or carers have the right to withdraw their child from all, or part, lessons that focus on sex education, other than as part of the science curriculum. If you wish for your child to be withdrawn from sex education lessons, please contact the Head. The school always complies with the wishes of parents in this regard.

If you would like to discuss any of this, please do not hesitate to make an appointment with the Head.

With best wishes