



# RSE Policy

Date agreed and ratified by Governing body: 22<sup>nd</sup> March 2023

Date of next full review: March 2024



### 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

### 2. 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.

However, we are not required to provide sex education but 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 The Craylands School we teach RSE as set out in this policy.

### 3. 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 RSE curriculum
4. Pupil consultation – we collect information from the children related to well being
5. Ratification – once amendments were made, the policy was shared with governors and ratified



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### 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity; we teach the elements of RSE related to sex education in addition to those aspects of the science national curriculum within the summer term.

### 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

PLEASE NOTE AS PART OF THE SCIENCE CURRICULUM CHILDREN ARE TAUGHT THE FOLLOWING:

Year 5

- Learn about gestation periods of mammals including humans
- Foetal development of a human
- Changes that occur during puberty

### 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions based on the KAPOW teaching resources.

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

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe



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Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

**These elements are statutory and your child can not be removed from these lessons.**

The Sex Education lesson cover:

- How babies are conceived
- How babies are born

**These elements are non-statutory and you have the right to remove your child from these lessons.**

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 7. Roles and responsibilities

### 7.1 The governing board

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

### 7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### 7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

### 7.4 Pupils

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



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### 8. Parents' right to withdraw

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

### 9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### 10. Monitoring arrangements

The delivery of RSE is monitored by Headteacher through:

- Learning walks
- Pupil conferencing
- Book monitoring

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

This policy will be reviewed by FGB annually.



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## Appendix 1: Curriculum map

**The lessons in red fall under the non-statutory elements of the RSE curriculum; you are entitled to remove your child from these lessons**

The Craylands School S.T.A.R. KS1 Long term subject: PSHE

Year 1 Term 1	Family and Relationships									
Link to prior learning										
Vocabulary	Behaviour	care	emotions	family	feelings	friend	friendly	problem	stereotype	
Learning objectives	Context					Statutory guidance				
To understand that families look after us	Kapow L1 What is a family?					<b>Families and people who care for me</b> >Pupils should know that families are important for children growing up because they can give love, security and stability.  <b>Families and people who care for me</b> >Pupils should know 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.  Word of the lesson: Family				
To begin to understand the importance and	Kapow L2 What are friendships?					<b>Caring friendships</b> >Pupils should know how important friendships are in making us feel happy				



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characteristics of positive friendships		<p>and secure, and how people choose and make friends.</p> <p><b>Caring friendships&gt;</b> Pupils should know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>Word of the lesson: Friend</p>
To recognise how others show feelings and how to respond	<p>Kapow L3</p> <p>How do we know how someone is feeling?</p>	<ul style="list-style-type: none"> <li>• <b>Caring friendships:</b> Pupils should understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul> <p><b>Respectful relationships:</b> Pupils should know the practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>Word of the lesson: Feelings</p>
To begin to understand that friendships can have problems	<p>Kapow L5</p> <p>What should you do if you fall out with a friend?</p>	<p><b>Respectful relationships:</b> Children should know that there are practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>



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but we can overcome them		Word of the lesson: Problem			
Year 1 Term 2	Economic Wellbeing				
Link to prior learning			Link to prior learning		
Vocabulary	Bank	Bank account	Cash	Choice	Earn   Job   Money   Pocket money   Save
Learning objectives	Context		Learning objectives		Context
To know what money is	Kapow L1 What is money? What do we do with it?		To know what money is		What is money? What do we do with it?
To know how to keep money safe	Kapow L2 How do we keep money safe?		To know how to keep money safe		How do we keep money safe?
Year 1 Term 3 & 4	Health & Wellbeing				
Link to prior learning					
Vocabulary	Allergy	emotions	feelings	germs	ill (poorly)   qualities   relax
Learning objectives	Context		Statutory guidance		
To describe and understand feelings	Kapow L 1 How are you feeling? What words can you use to describe it?		<div><ul style="list-style-type: none"><li>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li></ul></div> <div>How to recognise and talk about their emotions, including having a</div>		Long term learning:  Name someone in your family.





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		<p>varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>Word of the lesson: Emotion</p>	
To understand the importance of exercise and rest	<p>Kapow L3</p> <p>How do you feel after exercise? How do you know when you need rest?</p>	<ul style="list-style-type: none"> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> </ul> <p>Word of the lesson: feelings</p>	<p>Long term learning:</p> <p>What should a friend be like?</p>
To know what germs are and how to prevent them spreading	<p>Kapow L5</p> <p>What are germs? How can we stop them spreading?</p>	<ul style="list-style-type: none"> <li>Health and prevention: about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of washing</li> </ul> <p>Word of the lesson: germs</p>	<p>Long term learning:</p> <p>What can you do to relax?</p>
To understand the risks of the sun	<p>Kapow L6</p> <p>Why do we need to keep safe in the sun?</p>	<ul style="list-style-type: none"> <li>Health and prevention: about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> </ul> <p>Word of the lesson: safe</p>	<p>Long term learning:</p> <p>How can we stop germs spreading?</p>
To understand who keeps us healthy	<p>Kapow L8</p> <p>Which people can help keep us healthy?</p>	<p>Word of the lesson: ill (poorly)</p>	<p>Long term learning:</p>



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			What should you put on when it is sunny?
<b>Year 1 Term 5</b>	<b>Safety and changing body</b>		
Link to prior learning			
Vocabulary	Emergency   medicine   safety   lost   trouble		
Learning objectives	Context		
To know people who can keep us safe in school	<p>Kapow L 1</p> <p>Who can you think of that keeps people safe?</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>Word of the lesson: safety</p>	<p>Long term learning:</p> <p>Name a member of your family.</p>
To understand ways of seeking help outside of school	<p>Kapow L 2</p> <p>How can we get help if we are in trouble?</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>how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>Word of the lesson: trouble</p>	<p>Long term learning:</p> <p>What can we do to stop spreading germs?</p>
To know what to do if you get lost	<p>Kapow L 3</p> <p>What do we do if you get lost?</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>Word of the lesson: lost</p>	<p>Long term learning:</p> <p>Who can keep us safe?</p>
To recognise appropriate contact	<p>Kapow L 5</p> <p>What is appropriate and inappropriate contact?</p>	<p>that each person's body belongs to them, and the differences between</p>	<p>Long term learning:</p>



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		appropriate and inappropriate or unsafe physical, and other, contact	What should you ring 999?
<b>Year 1 Term 6</b>	<b>Citizenship</b>		
Link to prior learning			
Vocabulary	Care    Democracy    Different    Fair    Pet	Responsibility    Rule    Similar    Unique    Vote	
Learning objectives	Context	Statutory guidance	
To begin to understand the importance of rules	Kapow L 1 What are our class rules?	<ul style="list-style-type: none"> <li>Recognising why rules are necessary.</li> </ul> Word of the lesson: rules	Long term learning:  Who helps us?
To begin to recognise ways in which we are the same and different to other people	Kapow L 4 How are we similar and different to each other?	Exploring the differences between people  Word of the lesson: differences	Long term learning:  What does a baby need?
To understand the range of groups people belong to	Kapow L 5 What groups do we belong to?	Recognising the groups that we belong to  Word of the lesson: similar	Long term learning:  Think of way you are different from others.
<b>Year 2 Term 1</b>	<b>Family and relationships</b>		
Link to prior learning	To understand that families look after us. To know some words to describe how people are related (eg. aunty, cousin). To know that some information about me and my family is personal. To understand some characteristics of a positive friendship. To understand that friendships can have problems but that these can be overcome. To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.		



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Vocabulary	Friendship	Love	Manners	Feelings	Emotions	Family	Stereotype	Respect
Learning objectives	Context				Statutory guidance			
To begin to understand the role of the family in their lives	Kapow L 1 What does a family offer us?				That families are important for children growing up because they can give love, security and stability.  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.  Word of the lesson: family			Long term learning:  What different types of feelings can you think of?
To begin to understand the range of families they may encounter now and in the future	Kapow L 2  Are all families the same?				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.  That marriage represents a formal and legally recognised relationship.  Word of the lesson: stereotype			
To begin to understand that some friendships might make us feel	Kapow L 4 What makes us unhappy in a friendship?				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			Long term learning:  When should you ring 999?



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unhappy and how to deal with this		situations and how to seek help or advice from others, if needed.	
		Word of the lesson: Friendship	
<b>Year 2 Term 2</b>	<b>Health and wellbeing</b>		
Link to prior learning	<p>To understand we can limit the spread of germs by having good hand hygiene.</p> <p>To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</p> <p>To know that certain foods and other things can cause allergic reactions in some people</p> <p>To know that sleep helps my body to repair itself, to grow and restores my energy.</p> <p>To know that strengths are things we are good at.</p> <p>To know that qualities describe what we are like. To know the words to describe some positive and negative emotions.</p>		
	Diet emotions exercise goal healthy relaxation skill strengths		
Learning objectives	Context	Statutory guidance	
To understand their strengths and set themselves achievable goals	<p>Kapow L 4</p> <p>What are we good at? What can we be better at?</p>	Word of the lesson: strengths	<p>Long term learning:</p> <p>Why do people have hobbies?</p>
To understand what it means to have a healthy diet	<p>Kapow L 6</p> <p>What does it mean to eat healthily?</p>	<p>What constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>The principles of planning and preparing a range of healthy meals</p> <p>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other</p>	<p>Long term learning:</p> <p>What should you do if you get lost?</p>



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		behaviours (e.g. the impact of alcohol on diet or health)	
		Word of the lesson: diet	
To understand ways of looking after our teeth	Kapow L 7 How can we look after our teeth?	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	Long term learning:  How can we prevent the spread of germs?
		Word of the lesson: healthy	
<b>Year 2 Term 3</b>	<b>Safety and changing body</b>		
Link to prior learning	To know that some types of physical contact are never appropriate. To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.		
Vocabulary	Medicine pedestrian private secret surprise		
Learning objectives	Context	Statutory guidance	
To understand how to stay safe when using the internet.	Kapow L 2 How can we stay safe using the internet?	That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. That people sometimes behave differently online, including by pretending to be someone they are not.  How to consider the effect of their online actions on others and know	Long term learning:  What do we do on the internet?



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		<p>how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>Word of the lesson: secret</p>	
To understand safe and unsafe touches	<p>Kapow L 4</p> <p>What is a safe touch? What is an unsafe touch?</p>	<p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>	<p>Long term learning:</p> <p>How can we stay safe in the sun?</p>
To begin to understand how to stay safe with medicines	<p>Kapow L 6</p> <p>What are medicines for?</p>	<p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p> <p>Word of the lesson: medicine</p>	<p>Long term learning:</p> <p>How can we keep safe on roads?</p>
<b>Year 2 Term 2</b>	<b>Economic Wellbeing</b>		
Link to prior learning	<p>To know that coins and notes have different values.</p> <p>To know some of the ways children may receive money.</p> <p>To know that it is wrong to steal money.</p>		
Vocabulary	Coins Need Notes Priority Want		



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Learning objectives	Context	Statutory guidance	
To understand where money comes from	Kapow L 1  Where do we get money from?	what money is; forms that money comes in; that money comes from different sources  Word of the lesson: coins	Long term learning:  How can we stay safe on the internet?
To begin to understand the difference between wants and needs	Kapow L 2  What things do we need to have in our lives?	about the difference between needs and wants; that sometimes people may not always be able to have the things they want  Word of the lesson: needs	Long term learning:  What should a friend be like?
Understanding how saving can help us to buy the things we want	Kapow L 3  What can we do if we want to buy something that we can not afford?	that people make different choices about how to save and spend money  Word of the lesson: wants	Long term learning:  What things do we need to have in our lives?
<b>Year 2 Term 6</b>	<b>Citizenship</b>		
Link to prior learning	To know the rules in school. To understand that people are all different.		
Vocabulary	Environment Identity Job Opinion Rule		
Learning objectives	Context	Statutory guidance	
To understand the importance of rules	Kapow L 1  Why do we have rules?	about what rules are, why they are needed, and why different rules are needed for different situations	Long term learning:





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		Word of the lesson: rules	What makes a friendship unhappy?
To recognise the role people play in looking after the environment	Kapow L 3 How can we look after the environment?	about things they can do to help look after their environment Word of the lesson: environment	Long term learning:  How can we protect ourselves in the sun?
To begin to understand the roles people have in the community	Kapow L 4 What do different people do in our community>	about things they can do to help look after their environment and L5. about the different roles and responsibilities people have in their community  Word of the lesson: job	Long term learning:  Why do we have rules?
To recognise similarities and differences between people in the local community	Kapow L 5 Is everyone the same?	to recognise the ways they are the same as, and different to, other people  Word of the lesson: opinion	Long term learning:  How can we look after the environment?

### The Craylands School KS2 Long term subject: PSHE

Year 3 Term 1	Safety and changing body	
Link to prior learning	To know the PANTS rule. To know that I should tell an adult if I see something which makes me uncomfortable online. To understand the difference between secrets and surprises. Exploring ways to stay safe online.	
	Allergic	bullying casualty
Learning objectives	Context	Statutory guidance



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To understand ways we keep ourselves safe in situations	<p>Kapow L 1</p> <p>How can you help someone who has been stung?</p>	<p>how to make a clear and efficient call to emergency services if necessary</p> <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries</p> <p>Word of the lesson: allergic</p>	<p>Long term learning:</p> <p>What different injuries can you have?</p> <p>How can you prevent the spread of germs?</p>
To understand the importance of online safety	<p>Kapow L 2</p> <p>How can we keep ourselves safe online?</p>	<p><b>Internet and safety harms</b></p> <p>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p><b>Online relationships</b></p> <p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>Word of the lesson: bullying</p>	<p>Long term learning:</p> <p>What is the internet used for?</p> <p>When should you not keep a secret?</p>



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To recognise what cyberbullying is	<p>Kapow L 3</p> <p>What is cyberbullying?</p>	<p><b>Internet and safety harms &gt; Pupils should know:</b></p> <p>that for most people the internet is an integral part of life and has many benefits</p> <p>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>where and how to report concerns and get support with issues online</p> <p>where and how to report concerns and get support with issues online</p> <p>Word of the lesson: cyberbullying</p>	<p>Long term learning:</p> <p>How can we keep ourselves safe online?</p> <p>How can we be unhappy in a friendship?</p>
To understand road safety	<p>Kapow L 6</p> <p>How can we keep safe when using the roads?</p>	<p>Word of the lesson: road safety</p>	<p>Long term learning:</p> <p>How can we look after our teeth?</p> <p>What should we do if someone tries to make us do something we do not want to?</p>
<b>Year 3 Term 2</b>	<b>Economic Wellbeing</b>		
Link to prior learning	<p>To know some of the ways in which adults get money.</p> <p>To know the difference between a 'want' and 'need'.</p>		



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	To know some of the features to look at when selecting a bank account.		
Vocabulary	Budget   Expense   Feeling   Qualification   Stereotype		
Learning objectives	Context		
To understand that there are a range of jobs available and to think about what job they might want to do	Kapow L5 What job could you do?	To understand that there are a range of jobs available and to think about what job they might want to do	What job could you do?
To understand that there are stereotypes in the workplace and these should not limit people's career aspirations.	Kapow L6 Are there certain jobs for certain people?	To understand that there are stereotypes in the workplace and these should not limit people's career aspirations.	Are there certain jobs for certain people?
<b>Year 3 Term</b>	<b>Health and wellbeing</b>		
Link to prior learning	Exploring the effect that food and drink can have on my teeth. Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal. Exploring strategies to manage different emotions. Developing empathy. Exploring the need for perseverance and developing a growth mindset.		
Vocabulary	Alone   belonging   barriers   balance   diet   healthy   identity   lonely   relax   resilience   stretch		
Learning objectives	Context	Statutory guidance	
To understand and plan for a healthy lifestyle including physical activity, rest and diet	Kapow L1 How can we lead healthy lives?	<b>Mental wellbeing</b>  Simple self-care techniques, including the importance of rest, time	Long term learning:  Why do people have hobbies?



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		<p>spent with friends and family and the benefits of hobbies and interests.</p> <p><b>Physical and mental fitness</b></p> <p>The characteristics and mental and physical benefits of an active lifestyle The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>The risks associated with an inactive lifestyle (including obesity).</p> <p>Word of the lesson: healthy</p>	<p>Why is sleep important?</p>
To understand the different aspects of my identity	<p>Kapow L3</p> <p>What makes me the way I am?</p>	<ul style="list-style-type: none"> <li>• That isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if</li> </ul>	<p>Long term learning:</p> <p>When would you ring 999?</p> <p>How can you stay safe on the internet?</p>



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		they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	
		Word of the lesson: identity	
To identify my own strengths and begin to see how they can affect others	Kapow L4 What am I good at?	Pupils should know that mental wellbeing is a normal part of daily life, in the same way as physical health.  Word of the lesson: barriers	Long term learning:  How can we relax?  What do we need to have as a baby?
To break down barriers into smaller, achievable goals	Kapow L5 What can I do to achieve something?	Pupils should know that mental wellbeing is a normal part of daily life, in the same way as physical health  Word of the lesson: resilience	Long term learning:  What can we do with our money? What is a bank for?
<b>Year 3 Term 4</b>	<b>Family and relationships</b>		
Link to prior learning	To know that families can be made up of different people. To know that families may be different to my family. To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing. To understand what good manners are. To understand some stereotypes related to jobs.		
Vocabulary	<b>Bullying communicate empathy similar stereotype sympathy trust</b>		
Learning objectives	Context	Statutory guidance	



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<p>To know families support each other</p>	<p>Kapow L1</p> <p>How do families support each other? Do they ever have problems? How do they overcome these?</p>	<p>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.</p> <p>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.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Word of the lesson: stereotype</p>	<p>Long term learning:</p> <p>How can we look after our teeth?</p> <p>How can we relax?</p>
<p>To understand that friendships can have difficulties and how to reconcile these</p>	<p>Kapow L2</p> <p>Have you ever fallen out with a friend? When this happens how do we deal with it?</p>	<p><b>Caring friendships</b></p> <p>Pupils should know that:</p> <p>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.</p>	<p>Long term learning:</p> <p>What is cyberbullying?</p> <p>What should we do if someone tries to make us do something</p>



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		Word of the lesson: empathy	we do not want to do?
To recognise the impact of bullying	Kapow L3 What is bullying? What impact does it have?	<b>Respectful relationships</b>  Pupils should know about:  Different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help  Word of the lesson: bullying	Long term learning  When should we not keep a secret?  How can we stay safe on the road?
To identify who you can trust	Kapow L4 Who do you trust? Why?	<ul style="list-style-type: none"> <li>What trust is, who to trust and why and what to do if they don't trust someone or someone breaks their trust.</li> </ul> Word of the lesson: trust	Long term learning:  How should a family look after us?
To recognise and respect differences	Kapow L5 What are the differences between each other? How can we respect these?	<ul style="list-style-type: none"> <li>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> </ul> Word of the lesson: sympathy	Long term learning:  Who should we trust? Why are rules important?





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## RSE Policy

Year 3 Term 5	Citizenship		
Link to prior learning	To know some of the different places where rules apply. To know that some rules are made to be followed by everyone and are known as 'laws'. To understand that everyone has similarities and differences.		
Vocabulary	Charity Community Consequence Council Law Recycling Rights United Nations (UN)		
Learning objectives	Context	Statutory guidance	
To begin to understand the UN convention on the rights of the child	Kapow L1 What rights do children have?	about the relationship between rights and responsibilities  Word of the lesson: rights	Long term learning:  How are we different from each other? When should we ring 999?
To understand the environmental benefits of recycling	Kapow L3 Why should we recycle?	about the relationship between rights and responsibilities  Word of the lesson: recycling	Long term learning:  How can we look after the environment?  What happens if we do not listen to each other?
To understand the groups which make up the community	Kapow L 4 Who makes up our community?	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)  Word of the lesson: community	Long term learning:  Why should we recycle?  What can we injure in an accident?



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To understand that charities care for others and how people can support them	Kapow L 5 What is a charity?	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  Word of the lesson: charity	Long term learning:  How can we look after the environment? Who is part of our community?
<b>Year 4 Term 1</b>	<b>Family and Relationships</b>		
Link to prior learning	To know that I can talk to trusted adults or services such as Childline if I experience family problems. To know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event. To know that violence is never the right way to solve a friendship problem To know that trust is being able to rely on someone and it is an important part of relationships. To understand that there are similarities and differences between people.		
Vocabulary	Authority bereavement bullying bystander manners permission respect stereotype		
Learning objectives	Context	Statutory guidance	
To begin to understand the physical and emotional boundaries in friendships	Kapow L2 What makes us good friends?	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. The importance of permission-seeking and giving in relationships with friends, peers and adults.  What sorts of boundaries are appropriate in friendships with peers	Long term learning:  What are manners?  How can stop germs from spreading?



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		and others (including in a digital context).	
		Word of the lesson: respect	
To understand that my behaviour can have an impact on others	Kapow L3 How can I make someone feel a certain way?	<p><b>Caring friendships</b> &gt; Pupils should know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p><b>Families and people who care for me</b> &gt; Pupils should know 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</p> <p>Word of the lesson: authority</p>	<p>Long term learning:</p> <p>What makes a good friendship?</p> <p>What is cyberbullying?</p>
To understand the impact of bullying and the responsibility of bystanders to help	Kapow L4 What is bullying? What should you do if you know it is happening?	<b>Respectful relationships</b> > Pupils should know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting	<p>Long term learning:</p> <p>Who makes up a community? Who can we trust?</p>



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		bullying to an adult) and how to get help.  Word of the lesson: bystander	
To explore stereotypes in fictional characters and think about how these might influence us	Kapow L 5 What is a stereotype?	What a stereotype is, and how stereotypes can be unfair, negative or destructive  Word of the lesson: bullying	Long term learning:  What is bullying?  What is a bystander/
To recognise that stereotypes can relate to a number of factors	Kapow L6 What are different stereotypes that exist?	What a stereotype is, and how stereotypes can be unfair, negative or destructive  Word of the lesson: stereotype	Long term learning:  How can we look after the environment? What is a stereotype?
To explore how we can help following a bereavement	Kapow L7 How do we feel when someone dies?	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	Long term learning:  How can we look after ourselves in the sun?  What would you do if you got lost?



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		How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.  Word of the lesson: bereavement	
<b>Year 4 Term 3</b>	<b>Health and wellbeing</b>		
Link to prior learning	To understand ways to prevent tooth decay. To know the different food groups and how much of each of them we should have to have a balanced diet. To understand the importance of belonging. To understand what a problem or barrier is and that these can be overcome.		
Vocabulary	Fluoride healthy mental health emotions relaxation resilience skill visualise		
Learning objectives	Context	Statutory guidance	
To develop a growth mindset and understand that mistakes are useful	Kapow L3 What is a growth mindset? How are mistakes helpful?	That mental wellbeing is a normal part of daily life, in the same way as physical health.  Word of the lesson: resilience	Long term learning:  How do you relax?  What is recycling?
To identify my own strengths and begin to see how they can affect others	Kapow L4 What are you good at?	The importance of self-respect and how this links to their own happiness  Word of the lesson: skill	Long term learning:  Who makes up part of a community? What is a stereotype?



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To identify what's important to me and to take responsibility for my own happiness	Kapow L5 How can you make yourself happy?	That mental wellbeing is a normal part of daily life, in the same way as physical health.  Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.  Word of the lesson: visualise	Long term learning:  What is bullying?  What makes an happy friendship?
To understand a range of emotions	Kapow L6 How do you feel in different situations?	That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.  How to judge whether what they are feeling and how they are behaving is appropriate and proportionate  Word of the lesson: emotions	Long term learning:  How can you make yourself happy?  How can you relax?
<b>Year 4 Term 4</b>	<b>Economic Wellbeing</b>		
Link to prior learning	To understand that there are different ways to pay for things. To understand that there are a range of jobs available. To understand that some stereotypes can exist around jobs but these should not affect people's choices.		
Vocabulary	Bank balance    Bank statement    Career    Debit card		
Learning objectives	Context	Statutory guidance	



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To begin to understand the importance of keeping track of money	Kapow L2 How can we keep track on our money?	to recognise that people make spending decisions based on priorities, needs and wants and L21. different ways to keep track of money  Word of the lesson: bank balance	Long term learning:  What is recycling?  What can we use the internet for?
To understand that people's decisions about their careers can be influenced by a variety of things	Kapow L5 What makes someone decide to do a certain job?	about 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) and L31. to identify the kind of job that they might like to do when they are older  Word of the lesson: career	Long term learning:  What is a budget? How do people lose money?
<b>Year 4 Term 5</b>	<b>Citizenship</b>		
Link to prior learning	To understand the UN Convention on the Rights of the Child. To understand the role of charities in the community		
Vocabulary	Authority Cabinet Community Diversity Volunteer Environment Human rights Protect Reuse United Nations/UN		
Learning objectives	Context	Statutory guidance	
To understand the contribution groups make to a community	Kapow L3 What do different people bring to a community?	about the different groups that make up their community; what living in a community means	Long term learning:



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		Word of the lesson: volunteer	What are the differences in people?  How can we relax?
To understand the value of diversity in a community	Kapow L4 Is everyone in our community the same?	about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities Word of the lesson: diversity	Long term learning:  How do we look after our teeth?  How can we prevent germs from spreading?
<b>Year 4 Term 6</b>	<b>Safety and changing body</b>		
Link to prior learning	To understand that cyberbullying is bullying which takes place online. To know the rules for being safe near roads. To understand that other people can influence our choices. To know that it is important to maintain the safety of myself and others, before giving first aid.		
Vocabulary	Age restriction	Asthma	Law    Protect    Public    Tobacco
Learning objectives	Context	Statutory guidance	
To understand that age restrictions are designed to protect us	Kapow L1 Why are their age limits?	Why social media, some computer games and online gaming, for example, are age restricted.  Word of the lesson: age restriction	Long term learning:  How can we look after the environment? How can we stay safe on the internet?
To understand how to help someone with asthma	Kapow L3 How can we help someone who has asthma?	how to make a clear and efficient call to emergency services if necessary	Long term learning:  What should we not share online?





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		<p>concepts of basic first-aid, for example dealing with common injuries, including head injuries</p> <p>Word of the lesson: asthma</p>	<p>When should we ring 999?</p>
<p>To develop understanding of privacy and the difference between secrets and surprises</p>	<p>Kapow L4</p> <p>What things should be kept private?</p>	<p>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. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>Word of the lesson: protect</p>	<p>Long term learning:</p> <p>How can we help someone with asthma?</p> <p>What should we do if we get lost?</p>
<p>To begin to understand the risks of smoking and the benefits of being a non-smoke</p>	<p>Kapow L6</p> <p>What are the dangers related to smoking?</p>	<p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p> <p>Word of the lesson: tobacco</p>	<p>Long term learning:</p> <p>Should we trust everything we read online?</p> <p>How can we help someone with asthma?</p>
<b>Year 5 Term 1 &amp; 2</b>	<b>Family and Relationships</b>		
<p>Link to prior learning</p>	<p>To understand the different roles related to bullying including victim, bully and bystander.</p> <p>To understand that everyone has the right to decide what happens to their body</p> <p>To understand the courtesy and manners which are expected in different scenarios.</p> <p>To understand some stereotypes related to disability.</p> <p>To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.</p>		



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Vocabulary	Attributes bullying bystander cyberbullying marriage secret wedding
Learning objectives	Context Statutory guidance
To understand the concept of marriage	<p>Kapow L 3 What is marriage?</p> <p>Pupils should know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Word of the lesson: wedding</p> <p>Long term learning:  What members of the family can you have?  What feelings can you have?</p>
To begin to understand self-respect	<p>Kapow L4 What is self-respect?</p> <p>Pupils should know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Word of the lesson: self respect</p> <p>Long term learning:  How can we relax?  How can we look after our teeth?</p>
To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens.	<p>Kapow L 5 Does our family always make us happy?</p> <p><b>Families and people who care for me</b> &gt; Pupils should know 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.</p> <p><b>Families and people who care for me</b> &gt; Pupils should know how to</p> <p>Long term learning:  What is self-respect?  What is a marriage?</p>



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		recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	
		Word of the lesson: secret	
To understand more about bullying and how to get help	Kapow L6 How can we seek help if we are being bullied?	<b>Respectful relationships</b> > Pupils should know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	Long term learning:  What is cyberbullying?  How can a family not make us happy?
		Word of the lesson: bystander	
To recognise how attitudes to gender have changed over time.	Kapow L7 What did people think about men and women in the past?	What a stereotype is, and how stereotypes can be unfair, negative or destructive.	Long term learning:  What is a stereotype? What are manners/
		Word of the lesson: stereotype	
To explore the impact of stereotypes and how they can lead to discrimination	Kapow L8 What is discrimination?	What a stereotype is, and how stereotypes can be unfair, negative or destructive	Long term learning:  Who makes up our community? How are people different from each other?
		Word of the lesson: discrimination	
<b>Year 5 Term 3</b>	<b>Economic Wellbeing</b>		
Link to prior learning	To understand the importance of tracking money.		



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	Exploring ways to overcome stereotypes in the workplace.			
Vocabulary	Discrimination	Expenditure	Giving back	Income Interest Repayment
Learning objectives	Context	Statutory guidance		
To understand income and expenditure and how to track money	Kapow L2 How can you keep track of money?	to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' and L21. different ways to keep track of money  Word of the lesson: income		Long term learning:  What is a loan?  What can be recycled?
To understand some risks associated with money	Kapow L3 What risks are there associated with having money?	about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe and L23. about 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  Word of the lesson: expenditure		Long term learning:  How can we look lose money? When should we ring 999?
To understand that stereotypes can exist in the workplace but they should not affect people's career aspirations	Kapow L5 What stereotypes exist in the world of work?	about stereotypes in the workplace and that a person's career aspirations should not be limited by them		Long term learning:  What is a stereotype?  What jobs can people have?



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		Word of the lesson: discrimination	
<b>Year 5 Term 4</b>	<b>Citizenship</b>		
Link to prior learning	To know that human rights are specific rights that apply to all people. To know some of the people who protect our human rights such as police, judges and politicians. To know that there are a number of groups which make up the local community		
Vocabulary	Defendant Environment Freedom of expression Government House of Commons Human rights Judge Jury Member of Parliament (MP) Parliament Prime Minister Trial		
Learning objectives	Context	Statutory guidance	
To begin to understand what happens when the law is broken	Kapow L1 What happens if someone breaks the law?	to recognise reasons for rules and laws; consequences of not adhering to rules and laws  Word of the lesson: trial	Long term learning:  Why are rules important?  How can we relax?
To explore the links between rights and responsibilities	Kapow L2 What is the different between rights and responsibilities?	about the relationship between rights and responsibilities.  Word of the lesson: Human rights	Long term learning:  How can we look after the environment?  What are human rights?
To begin to understand how parliament works	Kapow L6 What is parliament?	Word of the lesson: Parliament	Long term learning:  What happens if we break the law?  What is a marriage?
<b>Year 5 Term 5</b>	<b>Health and Wellbeing</b>		
Link to prior learning	Developing independence in looking after my teeth. Explore ways we can make ourselves feel happy or happier.		



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	Developing the ability to appreciate the emotions of others in different situations. Learning to take responsibility for my emotions by knowing that I can control some things but not others. Developing a growth mindset.		
Vocabulary	Fail goal protect relaxation responsibility steps		
Learning objectives	Context	Statutory guidance	
To understand the benefits of sleep	Kapow L2 Why is sleep important?	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn  Word of the lesson: relaxation	Long term learning:  How can we look after the environment?  How do we relax?
To understand the purpose of failure	Kapow L3 Why is it important to fail?	Pupils should know that mental wellbeing is a normal part of daily life, in the same way as physical health.  Word of the lesson: fail	Long term learning:  Why are rules important?  How can we look after money?
Learn how to set short-term, medium-term and long-term goals	Kapow L4 How can we set ourselves goals for the future?	to recognise positive things about themselves and their achievements; set goals to help achieve personal outcome  Word of the lesson: goal	Long term learning:  How can we relax?  Who can we trust?
To take responsibility for their own feelings and actions and to	Kapow L 5 How can we ensure that we recognise our own feelings?	Pupils should know:  That there is a normal range of emotions (e.g. happiness, sadness,	Long term learning



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use vocabulary to describe these		anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate  Word of the lesson: responsibility	What different emotions are there?  What should you do if someone tries to make you do something you do not want to?
<b>Year 5 Term 6</b>	<b>Safety and changing body</b>		
Link to prior learning	To understand that there are risks to sharing things online. To know the difference between private and public. To understand the risks associated with smoking tobacco		
Vocabulary	Attraction	Decision	Friend      Influence
Learning objectives	Context	Statutory guidance	
To understand physical changes during puberty.	Kapow L3 What is puberty?	Changing adolescent body > key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	
To understand the menstrual cycle.	Kapow L4 What is menstruation?	Pupils should know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	



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To understand emotional changes during puberty	Kapow L5 What happens to your emotions during puberty?	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	
<b>Year 6 Term 1</b>	<b>Economic wellbeing</b>		
Link to prior learning	To know some ways that people lose money.		
	Gambling   PIN   Qualities   Responsibility   Skill		
Learning objectives	Context	Statutory guidance	
To understand the range of jobs people might do	Kapow L 4 What job do you want to do when you are an adult?	<ul style="list-style-type: none"> <li>about 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) and L26. 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</li> </ul> <p>Word of the lesson: skill</p>	<p>Long term learning:</p> <p>What is a loan?</p> <p>What is gambling?</p>
To understand the different routes	Kapow L5 How do you get into certain careers?	<ul style="list-style-type: none"> <li>. that some jobs are paid more than others and money</li> </ul>	Long term learning:





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available into careers		is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid and L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university) Word of the lesson: qualities	What different jobs are there?  What is discrimination?
<b>Year 6 Term 2</b>	<b>Citizenship</b>		
Link to prior learning	To know what happens when someone breaks the law. To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.		
Vocabulary	<div>Authority   Conflict   Earn   Expectation</div> <div>Protected characteristics   Resolve   Respect   Stereotype</div>		
Learning objectives	Context	Statutory guidance	
To understand some environmental issues relating to food and food production	Kapow L 2 How can the food we eat help the environment?	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)  Word of the lesson: environment	Long term learning:  How can we relax?  How can we look after our teeth?
To recognise prejudice and	Kapow L 4 What is being prejudice?	L10. about prejudice; how to recognise behaviours/actions	Long term learning:



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discrimination and learn how this can be challenged		which discriminate against others; ways of responding to it if witnessed or experienced  Word of the lesson: prejudice	Why is exercise important?  How can we look after ourselves in the sun?
To understand diversity and the value different people bring to a community	Kapow L5 How would we recognise diversity in a community?	about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities  Word of the lesson: steretype	Long term learning:  What is being prejudice?  What should we do if someone is being bullied?
<b>Year 6 Term 3</b>	<b>Health and wellbeing</b>		
Link to prior learning	To understand the risks of sun exposure. To know that calories are the unit that we use to measure the amount of energy certain foods give us. To know that what we do before bed can affect our sleep quality.		
Vocabulary	<b>Habit   qualities   growth mindset   responsibility   skill</b>		
Learning objectives	Context	Statutory guidance	
To identify long term goals and how to work towards them	Kapow L 1 What goals do you have for the future?	<ul style="list-style-type: none"> <li>to recognise their individuality and personal qualities and H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</li> </ul> Word of the lesson:skill	Long term learning:  What can we recycle?  What can we reduce the use of?
To understand the potential impact of technology on	Kapow L3 What role does technology play in our mental health?	<ul style="list-style-type: none"> <li>About the benefits of rationing time spent online, the risks of excessive time</li> </ul>	Long term learning:



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physical and mental health		<p>spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> <ul style="list-style-type: none"> <li>Why social media, some computer games and online gaming, for example, are age restricted</li> </ul> <p>Word of the lesson: responsibility</p>	<p>What is cyberbullying?</p> <p>Who can we trust?</p>
To understand what happens when we are ill and begin to understand when to seek support	<p>Kapow L6</p> <p>What should we do if we feel ill?</p>	<p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> </ul> <p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul> <p>Word of the lesson: illness</p>	<p>Long term learning:</p> <p>How can we help someone with asthma?</p> <p>How can help someone who is bleeding?</p>
<b>Year 6 Term 4 &amp; 5</b>	<b>Family and relationships</b>		



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Link to prior learning	To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111. To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying. To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability						
Vocabulary	Authority	conflict	earn	resolve	respect	stereotype	grieving
Learning objectives	Context			Statutory guidance			
To understand what we mean by respect and why it is important	Kapow L 1 Why is showing respect important?			That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.  Word of the lesson:respect		Long term learning:  What should we do if we feel ill? When should we ring 999?	
To explore other people’s attitudes and ideas and to begin to challenge these	Kapow L2 Does everyone think the same as we do?			What a stereotype is, and how stereotypes can be unfair, negative or destructive  Word of the lesson: conflict		Long term learning:  What is discrimination?  What is being prejudice?	
To understand stereotypes and be able to share information on them	Kapow L 3 What dangers are linked to stereotypes?			What a stereotype is, and how stereotypes can be unfair, negative or destructive  Word of the lesson: stereotype		Long term learning:  What jobs can people do?	



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			What are the differences between people?
To resolve disputes and conflict through negotiation and compromise	Kapow L4 How can we use negotiation and compromise to help in difficult situations?	Pupils should know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right  Word of the lesson: resolve	Long term learning:  What is peer pressure?  What types of secrets should not be kept?
To begin to understand the process and emotions relating to grief.	Kapow L 6 How do we feel when we are grieving?	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	Long term learning:  How can our families care for us?  What can our families do that makes us unhappy?



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		Word of the lesson: gireving	
<b>Year 6 Term 6</b>	<b>Safety and changing body</b>		
Link to prior learning	<p>To know the steps to take before sending a message online (using the THINK mnemonic).</p> <p>To know some of the possible risks online.</p> <p>To know some strategies I can use to overcome pressure from others and make my own decisions.</p> <p>To know how to assess a casualty's condition.</p> <ul style="list-style-type: none"> <li>• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing</li> <li>• how puberty can affect emotions and feelings</li> <li>• how personal hygiene routines change during puberty</li> </ul> <p>how to ask for advice and support about growing and changing and puberty</p>		
Vocabulary	Alcohol	reliable	cyberbullying
Learning objectives	Context	Statutory guidance	
To begin to understand the risks of alcohol.	<p>Kapow L 1</p> <p>What are the risks related to drinking alcohol?</p>	<p>Children should know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>Word of the lesson: alcohol</p>	<p>Long term learning:</p> <p>What are the risks with tobacco?</p> <p>What should you do if you feel ill?</p>
To understand that online relationships should be treated in the same way as face to face relationships	<p>Kapow L 4</p> <p>How should we treat others online?</p>	<p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not</p>	<p>Long term learning:</p> <p>What is cyberbullying?</p> <p>What should we do if we know someone is being bullied?</p>



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		<p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>Word of the lesson: cyberbullying</p>	
To understand how to help someone who is unresponsive.	<p>Kapow L 8</p> <p>What should you do if someone is not responding?</p>	<p>How to make a clear and efficient call to emergency services if necessary</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>Long term learning:</p> <p>How can you help someone who is bleeding?</p> <p>When should you ring 999?</p>
To recognise changes that will happen during puberty	<p>Kapow L4</p> <p>What happens to boys during puberty?</p> <p>What happens to girls during puberty?</p> <p>How does becoming an adult enable you to be able to reproduce?</p>	<ul style="list-style-type: none"> <li>about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</li> <li>how puberty can affect emotions and feelings</li> <li>how personal hygiene routines change during puberty</li> <li>how to ask for advice and support about growing and changing and puberty</li> </ul>	



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		about the reproductive organs and process – how babies are conceived	
To recognise the importance of a loving relationship when entering into a sexual relationship	<p><b>Kapow L5</b></p> <p>Are all loving relationships the same? What does a marriage look like? When do people decide to enter into a intimate relationship?</p>	<ul style="list-style-type: none"> <li>• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>• that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>• that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li> <li>• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> </ul>	•
<p>To understand how babies are made</p> <p>To understand how babies are born</p>	<p><b>Kapow L6</b></p> <p>When do people decide to have a baby? How are babies made? What happens during sexual intercourse? What happens when a baby is born?</p>		





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As part of PSHE, children in Years 4–6 will be taught via the KAPOW PSHE/RSE scheme of work incorporating animations, powerpoints and worksheets.

Statutory elements of the relationship curriculum – you do not have the right to withdraw your child from these elements of the curriculum:

Year 4 Term 6			
To recognise change is part of growing up	What is different between a child and an adult?	Understand I have changed physically and developed skills in my life so far. Identify some physical changes I will go through before I become an adult. Identify things I will be able to do when I am an adult that I cannot do now.	

Year 5 term 6
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To understand physical changes during puberty	<p>What is puberty?</p> <p>What happens during puberty?</p>	<p>Understand how the body changes as a child becomes an adult.</p> <p>Accurately label sexual external parts of the body.</p> <p>Accurately label internal reproductive organs.</p>
To understand the menstrual cycle	What is the menstrual cycle?	<p>Understand the process of the menstrual cycle.</p> <p>Explain some changes I will go through during puberty.</p> <p>Know who I can go to for help if I need to</p>
To understand emotional changes during puberty	What emotional changes may happen during puberty?	<p>Understand that puberty may change my feelings as well as my body.</p> <p>Understand that everyone is different and these differences are normal.</p> <p>Know who I can talk to if I am worried about anything.</p>

Year 6 term 6			
To recognise changes that will happen during puberty	What happens to the body during puberty?	<p>Understand changes that happen during puberty for boys, girls and both.</p> <p>Name the parts of the body.</p>	



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		Use my knowledge to answer other people's problems.	
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Non-statutory elements of the relationship curriculum are stated below – you have the right to withdraw your child from these elements of the curriculum.

We will let you know in advance when these will be taught so that you can have the opportunity to withdraw your child from these lessons.

Year 6 Term 6			
To understand how a baby is conceived	What process does menstruation have in a baby being conceived?  How is a baby conceived?	Understand the menstrual cycle.  Understand how a baby is conceived.	
To understand how babies are born	What happens when a baby is born?	understand how a baby develops in the womb during pregnancy.  Identify some of the things a baby needs	



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### Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li><li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li><li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>



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TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li><li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li></ul>
Respectful relationships	<ul style="list-style-type: none"><li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li><li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>• The conventions of courtesy and manners</li><li>• The importance of self-respect and how this links to their own happiness</li><li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li><li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li><li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li><li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li></ul>
Online relationships	<ul style="list-style-type: none"><li>• That people sometimes behave differently online, including by pretending to be someone they are not</li><li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li><li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li><li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li><li>• How information and data is shared and used online</li></ul>



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TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"><li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li><li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>• Where to get advice e.g. family, school and/or other sources</li></ul>

Appendix 3: Parent form: 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			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	