



THE BLACKBURN
DIOCESAN BOARD
OF EDUCATION

Relationship and Sex Education (RSE) Policy



*'What you are is God's gift to you,
What you become is your gift to God.'*
All Saints Mission Statement

'For We Are God's Handiwork.'
Ephesians 2:10

Approved by:

Vision 'What you are is God's gift to you and what you become is your gift to God'

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Hesketh-with-Becconsall All Saints C of E Primary School our relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship. Through 'living' our school values: love, honesty, friendship, loyalty, respect, determination and responsibility, at All Saints, we provide a pastoral and nurturing environment for all.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

Aims

The aims of relationship and sex education at Hesketh-with-Becconsall All Saints C of E Primary School are:

- To ensure that Relationships and Sex Education is part of our childrens' broad and balanced curriculum, integral to our creative curriculum of the school and part of our childrens' personal development and individual life-journey as a global citizen.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for loving relationships.
- To prepare children for safe and secure relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of sexuality and relationship.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- To know how to 'love your neighbour' within a mutually respectful relationship, even when we might disagree.

Statutory requirements

Hesketh-with-Beconsall All Saints C of E Primary School complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education.

Policy Development and Review

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 gather all relevant information including relevant national, diocesan and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Governor representatives were given a copy to read and respond to prior to full governors.
4. Parent/stakeholder consultation – parents and any interested parties were invited to respond to a questionnaire about the policy.
5. Pupil consultation – we investigated what exactly pupils want from their RSE.
6. Ratification – once amendments were made, the policy was shared with governors and ratified.

This policy will be reviewed every 2 years using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

Definitions

Relationships Education is the programme of work that forms part of our inclusive curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.

Sex Education is a programme of work that covers puberty and conception.

PSHE Education is a programme that covers three strands: Mental Health and Wellbeing, Relationships and Living in the Wider World.

The Science curriculum covers human reproduction (see Science Policy).

Right to be excused from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE. Relationships Education is statutory and therefore compulsory and is taught within the PSHE curriculum. Parents do not have the right to withdraw their child from the agreed Science Curriculum.

Requests for withdrawal from the Sex Education component should be put in writing and addressed to the Headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and, if appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The aim of this is to encourage inclusion to prevent any detrimental effects that withdrawal may have on a child regarding the social and emotional effects of being excused from this education, and to prevent them from hearing their peers' version of what was said in class rather than what was directly said by the teacher.

Once this discussion has taken place, if a child is excused from sex education, it is our school's responsibility to ensure that they receive alternative education during the period of withdrawal.

Curriculum Delivery of RSE

Appendix 1

All content is adapted to meet the needs of pupils with special educational needs or disabilities and at all times, is inclusive.

Difficult questions & sensitive issues in relation to sex education

Hesketh-with-Becconsall All Saints C of E Primary School's Relationship and Sex Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we seek to respect the pace of children's emotional maturation and our curriculum has been developed through consultation with parents, governors and staff in order to respect the viewpoints of all.

Our school has decided not to teach about or answer questions on...

rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, contraception, masturbation or about forms of sexual intercourse or foreplay. This is because the children being taught are of primary age. AIDS/HIV issues will be discussed in an age-appropriate and sensitive manner as and when they are encountered.

If a child asks a question on any topic listed in the first section of the above list, teachers will explain that this is a matter not dealt with in school, that the child should consult his/her parent for an answer. The school will normally seek to inform parents when such a question is asked.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Safeguarding. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

Roles and responsibilities

The Governing Board

The Governing Board will approve the RSE policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

Staff

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.
- Delivering RSE with sensitivity.
- Modelling positive attitudes to RSE.

- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

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.

The RSE Policy has been written and will be reviewed by the PSHE and RE subject leaders with governor support.

Relationship Education will be taught by teachers or HRTA's covering classes.

Sex Education will be taught by the Year 5 and Year 6 teachers but may have assistance from the school nurse.

Pupils

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

Training

Staff are trained on the delivery of RSE by the PSHE subject leader. The PSHE and RE subject leaders and governing body have had training from the Blackburn Diocesan Board of Education on policy, delivery and content of RSE at All Saints.

The Headteacher may invite visitors, such as school nurses or sexual health professionals, to assist with the delivery of Sex Education or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

Monitoring arrangements

The delivery of RSE is monitored through:

observations, planning and book scrutinies and discussion with staff as well as biannual policy review.



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Appendix 1-Curriculum Overview

To be taught by a Teacher or HRTA during discreet PSHE lessons within the timetable, and throughout the wider curriculum.

Wider Curriculum Links to RSE Education:					
Year Group	RE - Relationship Education taught through following the teachings, commands and example of Jesus.	PSHE – Personal Social and Health Education taught through weekly discreet lessons and throughout the wider curriculum.	Science – Personal, Health and Relationship Education taught through weekly discreet science lessons and throughout the wider curriculum.	Computing – Online Safety taught to give our children the tools to keep safe online and developing safe and respectful relationships using digital content.	Other – for children to have sense of their own worth and the collective worth of others through positive relationships. For children to learn how to disagree with others in a mutually respectful manner.
Reception	<p>Autumn: To explore our relationship with God and with people who are special to us focussing on why we are special, who else is special to us and why Christian values enable us to relate to and develop relationships with others. To explore the concept of gratitude.</p> <p>Spring: Using the stories from</p>	<p>Autumn: Making Relationships Settling into a new class, developing good relationships with peers and adults.</p> <p>Self Confidence & Self Awareness Exploring their new environment and encouraging children to talk about what they are learning and to be able to ask for help.</p>	<p>Autumn: Our Bodies and keeping Healthy- naming body parts, looking at the skeleton and the importance of eating healthy, taking exercise and personal hygiene.</p> <p>Staying Safe-taught through the topic People Who Help Us- crossing the road safely, awareness of fire safety and stranger danger.</p>	<p>Taught ongoing throughout the year Know what to do if they see something that makes them feel uncomfortable or that they do not like on a website: How to turn the screen off Tell an adult Use back buttons to return to the home page.</p>	<p>Social Musical Events promoting positive social interactions and a collective feeling of being part of something special:</p> <p>Autumn Infant Nativity Bi-annual ‘Christmas Experience’</p> <p>Spring Bi-annual ‘Easter Experience’</p> <p>Summer Bi-annual Junior Musical</p>



	<p>the Old Testament and the parables that Jesus told and by studying the people of the Bible: to explore our relationship with God and how to live our lives in relationship with others. To explore the concept of sacrifice.</p> <p>Summer: To explore the meaning of friendship through learning about how Jesus made friends and why.</p>	<p>Managing Feelings & Behaviour Aware of boundaries set and behavioural expectations of the classroom.</p> <p>Spring: Making Relationships Taking steps to resolve conflicts with other children</p> <p>Self Confidence & Self Awareness To try new activities that are challenging but achievable.</p> <p>Managing Feelings & Behaviour Fair and unfair situations and how actions can affect other people.</p> <p>Summer: Making Relationships To take account of one another's ideas, to share and take turns</p> <p>Self Confidence & Self Awareness Opportunities to talk in small groups about something they are interested in or have done.</p> <p>Managing Feelings &</p>	<p>Spring: Healthy Diet- through the topic growing we explore how fruit and vegetables grow and the importance of having these foods in our diet.</p> <p>Summer: Water Safety- through our topic Under the Sea we discuss the importance of being safe near or in the water.</p>		<p>Theatre Production (with small role of infants optional)</p> <p>-----</p> <p>English Reading and participating In discussion: give attention to what other people say and respond appropriately. Use talk to express themselves effectively in a range of situations. Show awareness of listeners' needs when communicating. Say what a character might be thinking, saying or feeling. Learning about the work of a range of diverse authors and poets. Celebrating World Book Day annually as a whole school community.</p> <p>-----</p> <p>Spanish We learn to listen to each other and to take turns. We learn to express our feelings and to listen to how others feel. We learn how people celebrate birthdays, Christmas and Easter around the world</p>
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		<p>Behaviour Why we need to follow rules Talk about how we feel</p>			<p>and increase our understanding to other cultures. We enjoy playing games together cooperatively and appropriately and we learn that rules are important, and we have to make good choices.</p> <p>-----</p> <p>DT Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
Year 1	<p>Autumn: To consider our relationship with others in the human race around the world and how we can support others through activities such as charity work and the role of a Christian in response to the needs of others. To develop the</p>	<p>Autumn: Healthy lifestyles To consider what helps keep bodies healthy. Growing and Changing To recognise what they are good at and to be able to set goals. Keeping Safe To be able to keep safe around the house and to ask</p>	<p>Autumn: Animals, including humans – Humans : Our Bodies To consider how our bodies vary from person to person with a focus on the five senses – sight, touch, taste, hearing and smelling. The children will learn how these senses are linked to particular parts of the body.</p>	<p>Autumn: Developing online safety guidelines. To understand that rules help us stay safe, both in the real world and online. To suggest strategies for staying safe in different online scenarios. Social and emotional</p>	<p>Social Musical Events promoting positive social interactions and a collective feeling of being part of something special: Autumn Infant Nativity Bi-annual ‘Christmas Experience’ Spring Bi-annual ‘Easter Experience’</p>



	<p>concept of God's creation belonging to all.</p> <p>Spring: To explore how the specialness of Jesus helps us to understand how to build friendships. To relate the feelings of the characters in the Bible to our own experience. To explore our relationship with God's creation and it's creatures.</p> <p>Summer: To use baptism to explore our relationship with God as a living relationship.</p>	<p>for help if worried about something</p> <p>Spring: Feelings and Emotions To recognise feelings in self another.</p> <p>Healthy relationships To recognise special people in their lives and build positive relationships</p> <p>Valuing difference To respect similarities and differences in others whilst sharing views and ideas.</p> <p>Summer: Rights and responsibilities To identify school rules and values and recognise that everyone is unique.</p> <p>Environment To consider the impact we have on our local environment.</p> <p>Money To explore where money comes from and how to use it.</p>		<p>wellbeing and developing resilience.</p> <p>To understand that unkind behaviour online can affect other people, even though we can't see them.</p> <p>To understand that the rules created in Unit 1.1 can be applied to any concerns they may have about their online activities.</p> <p>Spring: Responsible internet use</p> <p>To understand that using computer devices too often can be bad for us and we should take time out from technology to do other things.</p> <p>To discuss what to do if they see or hear something online that upsets them.</p> <p>Keeping information</p>	<p>Summer Bi-annual Junior Musical Theatre Production (with small role of infants optional) -----</p> <p>English Reading and participating In discussion: listening to what others say and taking turns. Relating texts to own experiences and sharing these. Learning about the work of a range of diverse authors and poets. Celebrating World Book Day annually as a whole school community. -----</p> <p>History Changes within living memory: Sharing our experiences of the past and comparing these with others. Discussing our memories and finding similarities and differences. -----</p> <p>Geography Learning about a contrasting</p>
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				<p>safe</p> <p>To understand what is meant by 'personal information'.</p> <p>To recognise that anyone online who we don't know in real life is a stranger.</p> <p>To understand how we can protect our personal information, including reporting worries to trusted adults.</p> <p><u>Summer:</u></p> <p>Digital citizenship</p> <p>To understand what is meant by 'digital citizen'.</p> <p>To understand how to be responsible, respectful and safe online.</p> <p>To understand that being a good digital citizen means having a kind heart, a warning tummy and a thinking brain; all things that keep us safe</p>	<p>non-European country: Kenya. Understanding the similarities and differences between our own and other people's lives.</p> <p>-----</p> <p><u>Spanish</u></p> <p>We learn to listen to each other and to take turns. We learn to express our feelings and to listen to how others feel. We learn how people celebrate birthdays, Christmas and Easter around the world and increase our understanding to other cultures. We enjoy playing games together cooperatively and appropriately and we learn that rules are important, and we have to make good choices.</p> <p>-----</p> <p><u>Art</u></p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p>Review what they and others have done and say what they</p>
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				<p>online.</p> <p>To recall what to do if something happens online that makes them feel uncomfortable.</p> <p>Playing games and having fun</p> <p>To understand the importance of playing games in shared spaces where grown-ups are available for support.</p> <p>To understand the importance of taking breaks away from technology.</p>	<p>think and feel about it.</p> <p>-----</p> <p>DT</p> <p>Identify a target group for what they intend to design and make by thinking about the user.</p> <p>Celebrate group and individual creations through whole class and school events.</p>
Year 2	<p>Autumn:</p> <p>To explore how Christians learn how to live in relationship with each other and with the local and wider world by studying teaching in the Bible.</p> <p>Spring:</p> <p>To explore Jesus' miracles and how he</p>	<p>Autumn:</p> <p>Healthy lifestyles</p> <p>To be able to make healthy choices and to manage different emotions and feelings.</p> <p>Growing and Changing</p> <p>To be able to set goals and recognise that through growing and changing they are becoming more</p>	<p>Autumn:</p> <p>Living Things and Their Habitat:</p> <p>To recognise that all objects are either living, dead or have never been alive. The children will learn that Living things are plants (including seeds) and animals. Dead things include dead animals and plants and parts of plants and animals</p>	<p>Autumn:</p> <p>Developing online safety guidelines.</p> <p>To consider online safety scenarios encountered in Year 1 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules.</p>	<p>Social Musical Events promoting positive social interactions and a collective feeling of being part of something special:</p> <p>Autumn</p> <p>Infant Nativity</p> <p>Bi-annual 'Christmas Experience'</p> <p>Spring</p> <p>Bi-annual 'Easter Experience'</p>



	<p>helped others sometimes at a cost to himself and that Jesus treated everybody as a friend, seeing everybody's worth.</p> <p>Summer: To explore how the 'church' is one body of interrelated people in relationship with each other. To explore people of other faiths and the concept of one world and everybody being connected by being human. To explore Pentecost and receiving the Holy Spirit and that we can receive the Holy Spirit.</p>	<p>independent and mature.</p> <p>Keeping Safe To know how to keep safe in different situations and to be able to ask for help. To understand privacy in different contexts.</p> <p>Spring: Feelings and Emotions To recognise and acknowledge that bodies and feelings can be hurt to different behaviours.</p> <p>Healthy relationships To listen to others; and play cooperatively and appropriately.</p> <p>Valuing difference To respect similarities and differences in others by sharing views and ideas.</p> <p>Summer: Rights and responsibilities To be respectful towards their own and other's needs. To identify groups and communities and how they work together and how to get help in an emergency.</p>	<p>that are no longer attached e.g. leaves and twigs, shells, fur, hair and feathers (This is a simplification, but appropriate for Year 2 children.)</p> <p>Animals including humans – Growth and survival: To explore how animals, including humans, have offspring which grow into adults. The children will be taught how all animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive. They will also understand that in order to grow into healthy adults, they need the right amounts and types of food and exercise. Good hygiene is also important in preventing infections and illnesses.</p>	<p>To consider what strategies they might use if their usual trusted adult is not available</p> <p>To review and edit their online safety guidelines.</p> <p>To develop their online safety rules so they are easily understood and appropriate for Year 2 pupils.</p> <p>Social and emotional wellbeing and developing resilience.</p> <p>To begin to understand the concept of online bullying and the role of the bystander.</p> <p>To develop an understanding of the consequences of online bullying.</p> <p>To recall their online safety rules for reporting concerns and inappropriate behaviour.</p>	<p>Summer Bi-annual Junior Musical Theatre Production (with small role of infants optional) -----</p> <p>English Reading and participating in discussion: considering other points of view. Listening and responding to contributions from others. Learning about the work of a range of diverse authors and poets. Celebrating World Book Day annually as a whole school community. -----</p> <p>History Learning about significant events from the past and understanding the feelings and emotions of those involved. The Great Fire of London: sympathising with individuals who were involved. -----</p> <p>Geography Learning about a contrasting non-European country:</p>
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		<p>Environment To further consider the impact we have on our local environment and how to look after it.</p> <p>Money To recognise where money comes from and to make choices relating to spending and saving.</p>		<p>Spring:</p> <p>Responsible internet use</p> <p>To understand the key steps for searching the web safely.</p> <p>To understand how to report concerns when searching the web.</p> <p>Keeping information safe</p> <p>To understand that passwords are an important part of keeping information safe.</p> <p>Summer:</p> <p>Digital citizenship</p> <p>To understand that the way technology is used is as important as good online behaviour.</p> <p>To understand that the way we use technology impacts the people around us.</p>	<p>Australia. Understanding the similarities and differences between our own and other people's lives.</p> <p>-----</p> <p>Spanish</p> <p>We learn to listen to each other and to take turns. We learn to express our feelings and to listen to how others feel. We learn how people celebrate birthdays, Christmas and Easter around the world and increase our understanding to other cultures. We enjoy playing games together cooperatively and appropriately and we learn that rules are important and we have to make good choices.</p> <hr/> <p>Art</p> <p>Researching and learning about our local area through art. Children record and explore ideas from first-hand observation, experience and imagination.</p> <p>-----</p> <p>DT</p>
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				<p>To further develop responses to incidents of poor behaviour online.</p> <p>Playing games and having fun</p> <p>To recognise the PEGI age rating system for digital games.</p> <p>To understand that the system is useful for helping people decide which games are appropriate.</p> <p>To understand what to do if someone nearby is playing a game which is inappropriate for them.</p>	<p>Generate ideas by drawing on their own and other people's experiences. Develop their design ideas through discussion, observation, collaborations, drawing and modelling.</p>
Year 3	<p>Autumn: To explore Christians being called by God as part of our spiritual relationship with Him.</p> <p>Spring: To understand Jesus as a person who can change lives and that we too can make positive changes in</p>	<p>Autumn: Healthy lifestyles To recognise what makes a balanced diet and to identify influences towards their food choices.</p> <p>Growing and Changing To recognise what they are good at. To be able to describe and manage</p>	<p>Autumn: Animals Including Humans – Health and Movement: To explore how animals, unlike plants which can make their own food, need to eat in order to get the nutrients they need. The children will learn that food contains a range of different</p>	<p>Autumn: Developing online safety guidelines.</p> <p>To consider online safety scenarios encountered in Year 2 (both at school and at home) and appreciate how these new experiences can be used to refine their</p>	<p>Social Musical Events promoting positive social interactions and a collective feeling of being part of something special:</p> <p>Autumn Junior Christmas Production Bi-annual 'Christmas Experience'</p> <p>Spring</p>



	<p>our lives and relationships with others.</p> <p>To understand that sadness and joy are both parts of life and how we can support each other in life's journey.</p> <p>Summer:</p> <p>To understand why we have rules and why they are important in the smooth running of society and in protecting and caring for each other.</p> <p>To understand the concept of sharing through Harvest and why it is important to care for others in this way.</p>	<p>different feelings</p> <p>Keeping Safe</p> <p>To understand schools rules on health and safety, basic emergency aid and who the people are that keep them healthy and safe.</p> <p>Spring:</p> <p>Feelings and Emotions</p> <p>To recognise feelings in others and to respond appropriately to how other feel.</p> <p>Healthy relationships</p> <p>To build positive relationships and friendships.</p> <p>To identify that actions can affect others in different ways..</p> <p>Valuing difference</p> <p>To recognise and respond to bullying.</p> <p>Summer:</p> <p>Rights and responsibilities</p> <p>To discuss and debate health and well-being issues. To recognise their part within a group or a community.</p> <p>Environment</p>	<p>nutrients – carbohydrates (including sugars), protein, vitamins, minerals, fats, sugars, water – and fibre that are needed by the body to stay healthy.</p>	<p>online safety rules.</p> <p>To consider what new strategies they can apply to online safety scenarios, such as calling Childline.</p> <p>To develop and edit their online safety rules so they are easily understood and appropriate for Year 3 pupils.</p> <p>Social and emotional wellbeing and developing resilience.</p> <p>To begin to understand that information shared online cannot always be controlled</p> <p>To develop a deeper understanding of the consequences of online bullying.</p> <p>To understand the role of a bystander in online bullying</p>	<p>Spring Concert</p> <p>Bi-annual 'Easter Experience'</p> <p>Summer</p> <p>Bi-annual Junior Musical Theatre Production</p> <p>-----</p> <p>English</p> <p>Reading and participating in discussion: Developing and agreeing on rules for effective discussion. Taking turns and listening to what others say. Making and responding to contributions in a variety of group situations. Learning about the work of a range of diverse authors and poets. Celebrating World Book Day annually as a whole school community.</p> <p>-----</p> <p>History</p> <p>Using our knowledge of the Stone Age period to compare lifestyles then and now, noticing similarities and differences between both time periods.</p> <p>-----</p> <p>Geography</p>
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		<p>To understand the different rights and responsibilities towards the environment.</p> <p>Money</p> <p>To demonstrate enterprising skills and be able to explain what they are.</p>		<p>Spring:</p> <p>Responsible internet use</p> <p>To use clues to make choices about which web pages they consider most useful and trustworthy.</p> <p>To understand that not all links are safe or trustworthy.</p> <p>To understand different ways to report concerns and inappropriate behaviour.</p> <p>Keeping information safe</p> <p>To understand that every time we use the internet we leave a digital trail that can be found, copied, shared and broadcast.</p> <p>To understand that the things we upload onto the internet last forever.</p> <p>Summer:</p>	<p>Learning about extreme weathers (earthquakes, volcano eruptions, tsunamis etc.) Understanding the effects on people living in these conditions and drawing comparisons with our own lives in the UK.</p> <p>-----</p> <p>Spanish:</p> <p>We learn about weather in different countries and how climates differs in Spanish speaking territories around the world.</p> <p>-----</p> <p>Art</p> <p>Researching and learning about our local area through art. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work</p>
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				<p>Digital citizenship To understand that good online behaviour is important for making the internet an enjoyable place for everyone</p> <p>To understand that email is a widely used form of digital communication that lasts forever and can be shared.</p> <p>Playing games and having fun. To recall that personal information should not be shared by anyone online who we don't know in real life.</p>	<p>and say what they think and feel about them.</p> <p>-----</p> <p>DT Generate ideas for an item, considering its purpose and the user/s. To work collaboratively in a group, taking into account the feelings and ideas from other members in the group.</p>
Year 4	<p>Autumn: To understand the concept of leadership in relation to others. To understand how Jesus is the Light of the World and how Christians should follow Jesus' example in dealing with others.</p>	<p>Autumn: Healthy lifestyles To be able to identify what makes a balanced lifestyle and how to make choices relating to everyday life. Growing and Changing Consolidating prior knowledge of growth and change within our bodies.</p>	<p>Summer: Living things and their habitats – Living in Environments: To understand that living things can be grouped (classified) in different ways according to their features. Classification keys can be used to identify and name living things. The children</p>	<p>Autumn: Developing online safety guidelines. To consider online safety scenarios encountered in Year 3 (both at school and at home) and appreciate how these new experiences can be used to update their</p>	<p>Social Musical Events promoting positive social interactions and a collective feeling of being part of something special: Autumn Junior Christmas Production Bi-annual 'Christmas Experience' Spring</p>



	<p>Spring: To understand that Jesus used his power and authority to serve others not control and how we can use this concept to be good leaders.</p> <p>Summer : To explore betrayal, trust and forgiveness within relationships and use Christ's example as model of good practise. To explore global Christianity and our interlinked humanity through different expressions of faith across the world.</p>	<p>Keeping Safe To know how to keep safe in the local area and online.</p> <p>Spring: Feelings and Emotions To explore confidentiality and secrets, and the importance of recognising when to break confidence; and recognise and manage dares.</p> <p>Healthy relationships To understand and be able to identify acceptable and unacceptable physical contact. To be able to resolve disputes and conflicts</p> <p>Valuing difference To listen and respond effectively to people and share their points of view.</p> <p>Summer: Rights and responsibilities To discuss and debate health and well-being issues in further detail and appreciate differences in diversity around the world.</p> <p>Environment</p>	<p>will learn that living things live in a habitat which provides an environment to which they are suited (Year 2 learning). These environments may change naturally e.g. through flooding, fire, earthquakes etc. Humans also cause the environment to change. This can be in a good way (i.e. positive human impact, such as setting up nature reserves) or in a bad way (i.e. negative human impact, such as littering). These environments also change with the seasons; different living things can be found in a habitat at different times of the year.</p>	<p>online safety rules.</p> <p>To consider what new strategies they can apply to online safety scenarios, beyond talking to a trusted adult.</p> <p>To develop their online safety rules so they are easily understood and appropriate for Year 4 pupils.</p> <p>Social and emotional wellbeing and developing resilience.</p> <p>To understand that peer pressure can be a positive and negative influence.</p> <p>To recall ways to report concerns and inappropriate behaviour.</p> <p>Spring: Responsible internet use To understand that</p>	<p>Spring Concert Bi-annual 'Easter Experience'</p> <p>Summer Bi-annual Junior Musical Theatre Production -----</p> <p>English Reading and participating in discussion: Developing and agreeing on rules for effective discussion. Taking turns and listening to what others say. Making and responding to contributions in a variety of group situations. Participating in debates on an issue related to reading (fiction or non-fiction). Learning about the work of a range of diverse authors and poets. Celebrating World Book Day annually as a whole school community. -----</p> <p>History Learning about World War II, the people involved and the</p>
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		<p>To explore sustainability of the environment across the world</p> <p>Money</p> <p>To recognise the role of money and how to manage money effectively through saving, budgeting and loans.</p>		<p>because of the internet, information can be spread more quickly and reach more people now than at any time in the past.</p> <p>To understand that although information posted on the internet might not always be true or accurate, it lasts forever.</p> <p>Keeping information safe</p> <p>To understand the risks involved in clicking on and opening links on suspicious websites and in emails.</p> <p>To understand that hacking can be illegal and has consequences for the hacker.</p> <p>To develop awareness of viruses and what to do if they think their account has been compromised.</p> <p>Summer:</p> <p>Digital citizenship</p> <p>To understand that both</p>	<p>events that happened. Sympathising with others that experienced life during this time period and reflecting on the events that took place.</p> <p>-----</p> <p>Geography</p> <p>Learning about a region of a contrasting European country: Paris. Understanding the similarities and differences between our own and other people's lives.</p> <p>-----</p> <p>Spanish:</p> <p>We learn to describe people and notice that we are all different. We consider how our bodies vary from person to person. We learn about clothes and traditional wear in Spanish speaking countries. We learn to name family members and how families are different.</p> <p>-----</p>
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				<p>digital rights and responsibilities are important to ensure the internet is a great place for everyone.</p> <p>To understand that there are consequences for knowingly ignoring rights.</p> <p>To develop a positive and responsible attitude towards technology and internet use.</p> <p>Playing games and having fun.</p> <p>To understand that virtual friends are still strangers that they do not know.</p> <p>To apply their knowledge of online safety to decide what information they, as virtual friends, can safely share online.</p> <p>To recap rules for reporting suspicious or uncomfortable online situations.</p>	<p>Art</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>-----</p> <p>DT</p> <p>Generate ideas, considering the purposes for which they are designing. To feel confident in planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail</p>
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<p>Year 5</p>	<p>Autumn: To make connections between the Bible and the values found within and relating this to our relationships with each other.</p> <p>Spring: To learn about Jesus as a teacher and that we can all be part of God's Kingdom with each other.</p> <p>Summer: To understand the importance of women in the Bible and relate to the value of women in our current society – women who are special to us and why. To understand that death is part of the cycle of life and how we can support others with loss and sadness caused by bereavement. To understand life as growth physically, spiritually and</p>	<p>Autumn: Healthy lifestyles To be able to identify what positively and negatively affects health and well-being by making informed choices.</p> <p>Growing and Changing To set goals and identify aspirations. To manage and control complex feelings and emotions and cope with changes in transition.</p> <p>Keeping Safe To create strategies for managing personal safety both in the local community and the virtual environment.</p> <p>Spring: Feelings and Emotions To respond appropriately and effectively to the feelings of others.</p> <p>Healthy relationships To understand that actions have consequences and how to work collaboratively in different situations.</p> <p>Valuing difference To show empathy when listening to others and be</p>	<p>Summer: Living things and their habitats - Life Cycles: The children will understand that animals reproduce sexually. The children will identify that animals, including humans, have offspring which grow into adults. They will know that in humans and some animals, these offspring will be born live, such as babies or kittens, and then grow into adults.</p> <p>Animals, including humans - Changes and Reproduction To understand that when babies are young, they grow rapidly. They are very dependent on their parents. As they develop, they learn many skills. At puberty, a child's body changes and develops primary and secondary sexual characteristics. This enables the adult to reproduce.</p>	<p>Autumn: Developing online safety guidelines. To consider online safety scenarios encountered in Year 4 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules. Consider what new strategies they can apply to online safety scenarios, such as clicking the CEOP 'Report abuse' button. To review and edit their online safety guidelines. To develop their online safety rules so they are easily understood and appropriate for Year 5 pupils.</p> <p>Social and emotional wellbeing and developing resilience.</p>	<p>Social Musical Events promoting positive social interactions and a collective feeling of being part of something special:</p> <p>Autumn Junior Christmas Production Bi-annual 'Christmas Experience'</p> <p>Spring Spring Concert Bi-annual 'Easter Experience'</p> <p>Summer Bi-annual Junior Musical Theatre Production -----</p> <p>English Reading and participating in discussion: preparing formal presentations individually or in groups. Responding to questions generated by a presentation. Participating in debates on an issue related to reading (fiction or non-fiction). Learning about the work of a range of diverse authors and poets. Celebrating World Book Day</p>
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	<p>emotionally and that growing up is part of that process.</p>	<p>able to raise concerns and challenge others. Summer: Rights and responsibilities To discuss and debate health and well-being issues in further detail. To recognise different laws, rules and anti-social behaviour whilst respecting and resolving differences. Environment To explore the different rights, responsibilities and duties of each other. Money To understand the importance of finance in people's lives and become a critical consumer.</p>		<p>To recognise that online behaviour can have real life negative effects on other people.</p> <p>To understand that we must take responsibility for our own actions online, regardless of what other people are doing.</p> <p>To critically assess all information surrounding an online safety scenario to decide whether it constitutes online bullying.</p> <p>To use their knowledge of online safety to reach a consensus on the appropriate response to an online incident.</p> <p>Spring: Responsible internet use To understand that some people get paid to endorse products online.</p> <p>To develop a discerning attitude to online content so that they can confidently reach their</p>	<p>annually as a whole school community.</p> <hr/> <p>History Understanding the inventions made by early Islamic civilisations and how these contributions benefit us today. Learning about the differences in lifestyle and drawing comparisons between past and present.</p> <hr/> <p>Geography Learning about where our food comes from. Understanding the process and journey that food takes before arriving in our supermarkets. Thinking about other countries, people and cultures that are involved in this process.</p> <hr/> <p>Spanish: In our travel and transport topic we find out about Spanish speaking countries in</p>
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				<p>own conclusions.</p> <p>To appreciate the value of trusted adults in helping them reach an informed conclusion</p> <p>Keeping information safe</p> <p>To understand that posting inappropriate information online can cause regret later.</p> <p>To understand how to manage their online reputation.</p> <p>To understand that, although information posted on the internet might not always be true or accurate, it can last forever.</p> <p>To understand that it is possible to search the internet for information about particular individuals.</p> <p>Summer:</p> <p>Digital citizenship</p> <p>To understand that copyright laws exist to</p>	<p>the world and compare England to them. We learn that there are different alphabets in different languages. In our daily routine topic we compare our school day to that of Spain and notice the differences. We dispel stereotyping by looking at Spanish speaking countries closely.</p> <p>-----</p> <p>Art</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <hr/> <p>DT</p> <p>Generate ideas through brainstorming and identify a purpose for their product in groups and independently. Use results of investigations, information sources, including ICT when developing design ideas.</p>
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				<p>protect original content creators.</p> <p>To understand that content they choose to use or upload on the internet may be subject to copyright laws.</p> <p>To further develop their understanding of rights and responsibilities as digital citizens.</p> <p>Playing games and having fun.</p> <p>To understand different business models for online games.</p> <p>To understand that accounts for devices are linked to real-life bank accounts.</p> <p>To understand that some features in online games and apps cost real money.</p> <p>To understand that research, parental controls and device settings are tools we can use to help us game</p>	
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<p>Year 6</p>	<p>Autumn: To be inspired by others and look up to people of note.</p> <p>Spring: To understand the concept that the Eucharist is the sharing of the body and blood of Christ and we join together to share this experience.</p> <p>To understand the importance of freedom to all people.</p> <p>Summer: To explore the concept of life as journey in the world that we all share.</p> <p>To explore the hopes and dreams of pupils including future romantic relationships.</p>	<p>Autumn: Healthy lifestyles To understand the power of images in the media and reality; and to understand how it can affect the behaviours and feelings of others.</p> <p>Growing and Changing To be able to set SMART goals and address future aspirations. To identify changes on the body and in puberty.</p> <p>Keeping Safe To promote increased independence and responsibility in personal health and safety. To understand the rights to protect their body and to speak out.</p> <p>Spring: Feelings and Emotions To understand the importance of confidentiality and when to break confidence.</p> <p>Healthy relationships</p>	<p>Autumn: Evolution and inheritance: To identify that all living things have offspring of the same kind, as features in the offspring are inherited from the parents. To also understand that due to sexual reproduction, the offspring are not identical to their parents and vary from each other. To consider the fact that plants and animals have characteristics that make them suited (adapted) to their environment. If the environment changes rapidly, some variations of a species may not suit the new environment and will die. If the environment changes slowly, animals and plants with variations that are best suited survive in greater numbers to reproduce and pass their characteristics on to their young.</p> <p>Spring: Animals including humans - Healthy</p>	<p>confidently.</p> <p>Autumn: Developing online safety guidelines.</p> <p>To consider online safety scenarios encountered in Year 5 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules.</p> <p>To consider what new strategies they can apply to online safety scenarios, such as using reporting buttons within websites and apps.</p> <p>To review and edit their online safety guidelines.</p> <p>To develop their online safety rules so they are easily understood and appropriate for Year 6 pupils.</p> <p>Social and emotional wellbeing and</p>	<p>Social Musical Events promoting positive social interactions and a collective feeling of being part of something special:</p> <p>Autumn Junior Christmas Production Bi-annual 'Christmas Experience'</p> <p>Spring Spring Concert Bi-annual 'Easter Experience'</p> <p>Summer Bi-annual Junior Musical Theatre Production</p> <p>-----</p> <p>English Reading and participating in discussion: preparing formal presentations individually or in groups. Responding to questions generated by a presentation. Participating in debates on an issue related to reading (fiction or non-fiction). Participates in discussions about books, building on their own and</p>
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		<p>To explore different types of relationships and identify positive and healthy ones. To recognise acceptable and unacceptable physical touch and identify personal boundaries; and the right to privacy.</p> <p>Valuing difference To listen to others and raise concerns or challenge behaviours. To understand what makes people the same or different and to dispel stereotyping.</p> <p>Summer: Rights and responsibilities To discuss and debate health and well-being issues in depth. To understand human rights, cultural practices and British law.</p> <p>Environment To understand how resources are allocated and the effect they have on communities and the environment.</p> <p>Money</p>	<p>Bodies: To understand that diet, exercise, drugs and lifestyle have an impact on the way our bodies function. They can affect how well our heart and lungs work, how likely we are to suffer from conditions such as diabetes, how clearly we think, and generally how fit and well we feel. Some conditions are caused by deficiencies in our diet e.g. lack of vitamins.</p> <p>Conception – children are taught that humans sexually reproduce through conception.</p>	<p>developing resilience.</p> <ul style="list-style-type: none"> • Understand the negative consequences of sharing nude selfies. • Develop confidence in saying no when they are posed with a request for inappropriate and/or indecent images of themselves. • Understand that once an image is online, it stays online forever. <p>Understand what is meant by nude selfies and learn that, sending, sharing and storing inappropriate images of Under-18s is a crime.</p> <p>Spring: Responsible internet use To understand that most online sites and apps require an account holder to be a minimum of 13 years old.</p>	<p>others' ideas and challenging views courteously. Learning about the work of a range of diverse authors and poets. Celebrating World Book Day annually as a whole school community.</p> <p>-----</p> <p>History Understanding the struggle between the Anglo-Saxons and Vikings. Learning about the differences in lifestyle and drawing comparisons between past and present, reflecting on the struggles that people experienced during this time period. Reflecting on events that have occurred and how they have benefited/impacted our own lives.</p> <p>-----</p> <p>Geography Learning about South America. Identifying countries within the continent, understanding the cultures and comparing these</p>
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		<p>To demonstrate enterprising skills and be able to explain what they are.</p>		<p>To understand that they should check and adhere to the age restrictions of a site or app.</p> <p>To understand why age restrictions apply to online communication tools.</p> <p>To develop resilience to online behaviour and influences in an unfamiliar setting.</p> <p>To learn how to use appropriate social networking sites safely.</p> <p>Keeping information safe</p> <p>To understand that they need to respect other people's preferences when uploading images or video to the internet.</p> <p>To understand that everyone has the right to privacy and can refuse permission for images or videos of themselves being uploaded to the internet.</p>	<p>differences with our own lives in the UK.</p> <p>-----</p> <p>Spanish:</p> <p>In our sports topic we look at popular sports in Spanish speaking countries and compare them to ours. In our hobbies topic we learn to say what we like doing while respecting similarities and differences in others. We create links with other schools in Europe and learn to use the Internet safely.</p> <p>-----</p> <p>Art</p> <p>Use existing drawing and painting techniques to develop digital art skills.</p> <p>Identify artists who have worked in a similar way to their own work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>-----</p> <p>DT</p> <p>Explore, develop and</p>
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				<p>To develop their understanding that content posted on the internet can last forever.</p> <p>Summer: Digital citizenship To develop confidence in their ability to act appropriately when confronted with unfamiliar situations involving technology and the internet.</p> <p>To revisit the key concepts of digital citizenship.</p> <p>Playing games and having fun. To understand the risks involved with online gaming, including exposure to inappropriate content, grooming, bullying, trolling and the use of bribery tactics.</p> <p>To understand that research and parental controls and device settings are tools we can use to help us game</p>	<p>communicate aspects of their design proposals by modelling their ideas in a variety of ways. Plan the order of their work, choosing appropriate materials, tools and techniques. Assemble components make working models. Construct products using permanent joining techniques.</p>
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				safely and confidently. To apply their knowledge of safe gaming practices to plan and deliver an assembly to other children and/or parents.	
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