

RELATIONSHIPS AND SEX EDUCATION POLICY



St. James' Church of England Primary Academy

Approved By: Local Governing Body

Date: September 2024

Next Review Date: September 2026



RELATIONSHIPS AND SEX EDUCATION POLICY

All our policies are written with the objective of continuously improving our school in our aim of realising St. James' vision, which is to create a community that reaches their full potential:

"He told them another parable: "The kingdom of heaven is like a mustard seed, which a man took and planted in his field. ³² Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches."

Matthew 13: 31-32

We believe a small act of kindness and an act of faith can have a huge impact on another's life.

Our Governors, leaders and staff uphold the vision of

'We grow together, through God we are Giving, Loving and are Honest'

Introduction

At St James' Church of England Primary Academy, we aim to always provide a caring environment where every child can thrive and is supported to achieve their unique and amazing potential as a child of God. We see our Relationships and Sex Education (RSE) Programme as an important way of helping children to make sense of growing up as well as some of the bigger questions in life.

We believe that our RSE Programme promotes pupils' self-esteem, emotional development and resourcefulness and helps children to form and maintain satisfying relationships. This begins a lifelong process of relationships and feelings, acquiring information, developing skills and forming positive beliefs and attitudes through trust about sex and sexuality. It should help young people to learn to respect themselves and others and to move with confidence from childhood, through adolescence and into adulthood.

RSE is learning about physical, moral, social and spiritual development and therefore helps pupils develop the skills and understanding they need to live confident, healthy and independent lives.

Context

RSE at St. James' should be set in a context, which is consistent with our Christian Ethos and British Values and is:

- an understanding of how all people can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual people and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

While pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

Aims and Objectives

We teach children about:

- the physical development of their bodies as they grow into adults;
- respect for their bodies;
- the importance of family life;
- learning to manage emotions and relationships confidently and sensitively, making choices and understanding differences without prejudice;
- moral questions;
- relationship issues;
- respect for the views of other people; and
- what they could do if they are worried about personal matters and having the courage to get the support they might need.

As well for the older pupils:

- being aware of and recognising the dangers of child sexual exploitation and taking sensible and firm action to avoid this i.e. following online safety rules, avoiding social media and chat rooms (especially when underage) and reporting intrusive responses both online and to an adult; and
- knowledge and understanding of the physical development at appropriate stages as well as understanding human sexuality and reproduction. This includes the contribution of Science whereby babies can be made in different ways, emotions and relationships.

Legislation (Statutory Regulations and Guidance)

Revised Department for Education (DfE) statutory guidance states that we must provide RSHE to all pupils as per Section 34 of the Children and Social Work Act 2017 from September 2020 and the Relationships Education, RSE and Health Education (England) Regulations 2019 have made relationships and health education compulsory in all primary schools from September 2020. St James' meets the requirements for teaching relationships education as part of our whole school PSHE curriculum framework.

This is statutory guidance from the Department for Education issued under Section 80A of the Education Act (2002) and section 403 of the Education Act (1996):

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-educationrse-and-health-education> updated 9 July 2020 and also

<https://www.gov.uk/government/publications/relationships-education-RSHE-and-pshe>

As well as the Equality Act 2010: <http://www.legislation.gov.uk/ukpga/2010/15/contents>.

Other legislation used to inform our RSHE policy includes the Learning and Skills Act (2000), Education and Inspections Act (2006), Equality Act (2010) Supplementary Guidance RSE for the 21st Century (2014) and Keeping Children Safe in Education – Statutory Safeguarding Guidance (2016).

The Education Act (2002) states all schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at each school and of society, and prepares pupils at school for the opportunities, responsibilities and experiences of later life. PSHE and RSHE education is accessible to every pupil at St James'. Teachers will consider the ability, age, readiness, religious and cultural backgrounds of our pupils and those with English as a second language to ensure that all can fully access our PSHE and RSHE education provision, in accordance with the Equality Act 2010.

We respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children. When teaching PSHE and RSHE we consider the targets set for the children in their Education Health and Care Plan (EHCP), some of which may be directly related to PSHE and RSHE targets.

The teaching and learning in St James' aims to help pupils develop their own moral values, which may include reflecting on a variety of different issues, beliefs and viewpoints. All adults working in St James' help the pupils to develop the knowledge, strategies, skills, language and confidence required to behave according to their values in new situations, underpinned by our Christian values of giving, love and honesty. This is taught within our PSHE curriculum and across the whole school curriculum. PSHE has planned and timetabled lessons across all key stages and is supported by the school pastoral support.

Principles

RSE is based on the following principles:

- learning that families are key building blocks of community and society;
- being made aware of the way in which advertising and the media influences their views;
- to have respect for their own and other people's bodies;
- learning about their responsibility to others;
- the importance of protecting themselves and of self-control;
- children are made aware of God's forgiveness and that there is always a way back;
- it is important to build positive relationships with others, involving trust and respect;
- to learn how to keep themselves safe when using the internet and other forms of technology; and
- being made aware of the responsible use of all forms of technology in order to respect the wellbeing and integrity of others.

Coverage

Whilst some elements of the programme may be taught throughout the year as part of the Science curriculum, most of it will be taught during the Personal, Social, Health and Emotional (PSHE) curriculum. At St James' this scheme of work is known as Life Skills. As part of this work, we cover the various 'life process' for both animals and humans but will have a particular focus on relationships, healthy living and growing up.

To implement the statutory changes to Relationships and Sex Education at primary level, we have used the materials from the PSHE Association that were written especially for Medway schools, in partnership with A Better Medway. See Appendix 1 for our overview of the lessons (this includes Medway's lessons).

Sex Education

Sex Education is a curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects and gives a positive view of human sexuality. With honest and medically accurate information, pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity. It aims to equip children with knowledge, skills, attitudes and values that will empower them to realise their health, wellbeing and dignity; develop respectful social relationships; consider how their choices affect their own wellbeing and that of others and to understand and ensure the protection of their rights throughout their lives.

Sex education is an integral part of the PSHE curriculum and St James' ensure that all of our teaching is sensitive, coherent and age appropriate in approach and content, as well as fully inclusive. Our schools, similar to other Church schools, teaches within the framework of our Christian values and the Christian understanding that sex is a gift of God as part of creation.

We use sex education to inform children about sexual issues, with particular regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions, in a factual, age-appropriate manner. Following guidelines from the Diocese of Rochester and with the Government's expectation that LGBT+ content is covered, if we consider it appropriate, we will ensure it is fully integrated into the Programme of Study for Sex Education rather than as a standalone unit or lesson. Our Christian values continue to be a thread throughout the learning as we aim to approach Sex Education in a faith sensitive and inclusive way where all can seek to understand and appreciate differences within and across the teachings of the Christian faith and other communities we serve as a school.

The science National Curriculum in Key stage 1 and 2 includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. Our Programme of Study is tailored to the age and physical and emotional maturity of the pupils. It ensures that both girls and boys are prepared for changes on the body and knowledge of the human life cycle set out in the National Curriculum for science, how a baby is conceived and born.

Our Sex Education lessons are tailored to the age, and physical and emotional maturity of the children in Year 5 and 6, and will include learning and discussion of the terms reproduction and masturbation. Parents will always be informed and involved before any specific sex education lessons are taught and we will help parents by offering support in talking to their children about sex education and how to link this with what is being taught in our schools. Parents cannot withdraw their children from the national curriculum. Whether children are present or withdrawn from the specific sex education lessons teachers will still answer children's questions in a sensitive, child-appropriate way as part of good teaching practice.

Health Education

Health and Mental Wellbeing education in primary schools focuses on teaching the characteristics of good physical health and mental wellbeing. It will provide a firm foundation to discuss the benefits of good health and wellbeing, enabling all to talk about the feelings and impact of poor health and wellbeing, which also includes internet safety and harms; healthy eating; drugs, alcohol and tobacco and the changing adolescent body. The aims of Health Education are:

- To teach the characteristics of good physical health and mental wellbeing and that they are interlinked i.e. good physical health contributes to good mental health and vice versa.
- To highlight the importance of mental wellbeing being part of normal daily life, in the same way as physical health.
- To promote pupils' self-control and ability to self-regulate, and provide strategies for doing so.
- To reduce stigma attached to health issues, in particular those to do with mental wellbeing.
- To engender an atmosphere that encourages openness, so pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing. The aims of Mental Wellbeing education are to know:
 - Mental wellbeing is a normal part of daily life, in the same way as physical health.
 - 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.
 - 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 emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support).
- Whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Using the Parable of the mustard seed, and our Christian values, as part of Health Education, we aim to help our pupils know how to improve their health and wellbeing, as well as that of others. It is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion and delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills, in an age and developmentally appropriate way.

Health Education includes learning about:

- how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online.
- the opportunities our pupils need to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views.
- meeting the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities.
- the pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.
- Physical health and wellbeing lessons will, in an age and developmentally relevant manner:
- The starting point is teaching pupils the factors that contribute to and help maintain wellbeing.
- Teach the benefits and importance of daily exercise, consistently good nutrition and sufficient sleep.
- Give pupils the language and knowledge to understand the normal range of emotions that everyone experiences.
- Enable pupils to articulate how they are feeling, and develop the language to talk about their bodies, health and emotions, including Mindfulness training.
- Provide discussion and reflection opportunities for pupils to judge whether what they are feeling and behaving is appropriate and proportionate for the situations that they experience.

- Talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems.
- Emphasise the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.
- Teach and discuss the benefits of hobbies, interests and participation in their own communities, making it clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the Scouts or Girl Guide movements), are beneficial for health and wellbeing.
- Teach and discuss the benefits of rationing time spent online and the risks of excessive use of electronic devices.
- Teach and discuss why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.
- Create a firm foundation where pupils are aware of the benefits and characteristics of good health and wellbeing.
- Enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Responsibilities

- It is the responsibility of the Governing Body to ensure that RSE is taught within the parameters of the PSHE and Science curriculum and that it is an entitlement of every child.
- The Headteacher will ensure that both staff and parents are informed about our Relationships and Sex Education Policy and that the policy is implemented effectively.
- The Headteacher liaises with external agencies regarding the school Relationship and Sex Education programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.
- SLT monitors and evaluates RSE teaching and learning and reviews and updates RSE policy and resources regularly.
- We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other people that we call on include local clergy and social workers.

RSHE and SEND

RSE and Health Education must be accessible for all children. Pupils with special educational needs and disabilities are statistically more likely to have wellbeing needs. Teaching in our school is of high quality, differentiated and personalised to ensure accessibility. We are aware that some children are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

PSHE, with RSHE in particular, is an important subject for those children with Social, Emotional and Mental Health needs or learning disabilities and our teachers take these factors into consideration when planning and teaching across the curriculum as well as in PSHE in order to provide sensitive and stage-appropriate teaching and learning, with reference to the law, and for preparing for adulthood and living life in all its fullness.

The PSHE Association has produced detailed information including planning for SEND children so that all children within each class and within the whole school community have opportunities to explore, recognise and understand each aspect of the learning content as well as:

- Experience taking and sharing responsibility;
- Feel positive about themselves and others;
- Reflect on their perceptions and experiences;
- Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible;
- Carry out or take part in daily personal living routines;
- Make real decisions (with support where necessary so that they can act upon them);
- Take part in group activities and make contributions;
- Develop and maintain positive relationships and interactions with others; and
- Recognise and celebrate their achievements and successes.

All teachers within St James' will have the Planning Framework for SEND children as well as all the other planning documents for them to adapt and fine-tune the PSHE provision for the specific needs of each of the children in their class, whether SEND or not.

Sensitive Issues

The school is well aware that the primary role in children's education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation.

During our Life Skills lessons all the classes have the same ground rules 'ROCK' which stands for Respect, Openness, Confidential and Kindness.

Parent/carers and others should be reassured that the personal beliefs and attitudes of a teacher should not influence the teaching of RSE. It is important to acknowledge that pupils may hear terms through different sources such as the media, and need to feel able to ask for further information. The response from the member of staff will be appropriate to the child's age and maturity, and thought will be given to whether the response is appropriate in a class, small group or individual situation. Questions will always be treated with respect and with a caring response. Staff and other adults will always be sensitive to underlying problems, which may be worrying a child. The main guidelines in this situation are:

- Be sensitive
- Is the context appropriate?
- Is the question relevant to the content of the lesson?
- Is the group ready in terms of maturity?

In such instances, teachers may answer a question with the response "*We are not learning about this in Year... you may wish to ask your Mum/Dad/carer when you get home. You will learn more about this in Year ... (if known)*". If staff have a concern, then parents may be contacted.

Confidentiality

Staff are clear about the boundaries of their legal and professional roles and responsibilities. They will be familiar with the procedures set out in the DfE document: **Keeping Children Safe in Education**, as stated in St. James' Safeguarding Training. Teachers cannot offer or guarantee absolute confidentiality to a child.

In certain circumstances, a child may wish to confide in a trusted member of staff. They should be made aware before any disclosure that information may have to be passed on to the Designated Safeguarding Lead (DSL). If there is any concern about the child's safety, then teachers and the DSL will follow the guidelines given by Medway's Safeguarding Policies, which have been adopted by our school.

Any parent/carer wishing to discuss this aspect of the curriculum in more detail are able to contact the class teacher or Headteacher for more information.

Safeguarding

Our children are taught in a safe and supportive learning environment. Teachers are aware that effective PSHE and RSHE in particular, brings an understanding of what is and what is not appropriate in a relationship and can lead to a disclosure of a child protection issue. We will ensure that where a child indicates that they may be vulnerable and at risk, they will get appropriate support by staff following the schools' safeguarding/child protection policies and signposted to where they can get appropriate help, e.g. Draw and Talk, a counselling service.

Monitoring and Review

Teachers by their very nature critically reflect on their work and the expectation is that PSHE and RSHE will be no different. The PSHE and RSHE Subject Leader and SLT are responsible for monitoring the standards of children's work and the quality of teaching in PSHE. This is carried out through discussion and observation of teachers and pupils, by looking at displays and in the children's books and is done formally as well as informally.

A particular focus is usually pupil voice as it is influential in adapting and amending planned learning activities. The Subject Leader and SLT will support colleagues in the teaching of PSHE and RSHE, by giving them information about current developments in the subject.

Governors work in partnership with each school and have been involved in the design, implementation and review of the PSHE and RSHE policy and they recognise the impact the pupils have in effectively contributing to RSHE content. Policy reviews are every two years where the Governors will expect to be included in the monitoring and evaluation of the current PSHE and RSHE policy and their involvement and approval is important.

St James' PSHE/RSE Curriculum Overview

Colour Coding:	<p>Black bold – British Values</p> <p>Dark Red – online safety</p> <p>Green – Living in the wider World</p> <p>Light Blue – Being Money Safe</p> <p>Orange – Relationships and Sex Education – using the Medway plans</p> <p>Red – Drugs and alcohol education</p>
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Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Linked Value	<p>Respect</p> <ul style="list-style-type: none"> Devising a class contract: rules and responsibilities Getting to know each other- understanding others' opinions, valuing oneself (We all sing with the same voice) Working together – sharing, working in pairs or groups, cooperation Knowing right and wrong Happy playtimes Online Safety - 	<p>Self-Control</p> <ul style="list-style-type: none"> Recognising feelings in self and others; sharing feelings Making friends/falling out with a friend Secrets and keeping safe; special people in their lives What helps keep bodies healthy; hygiene routines (covered in Science) Keeping safe around household products; how to ask for help if worried about something Online Safety - 	<p>Courage and Hope</p> <ul style="list-style-type: none"> Recognising what they are good at; setting goals (New Year's Resolutions) Communities we belong to, being British Looking after the local environment (Here we are Oliver Jeffers) Recycling – take part in class recycling activity Where money comes from: how to use money – saving and spending money Online Safety - 	<p>Perseverance</p> <ul style="list-style-type: none"> It's good to be me – being unique (the New Jumper) What does it mean to be healthy? Healthy diet, food and water(covered in Science) Basic hygiene, keeping clean to help us be healthy(covered in Science) Looking after our teeth(covered in Science) Emergency services – what are they? Online Safety - 	<p>Trust</p> <ul style="list-style-type: none"> Feeling loved and cared for (My Princess Boy) How we care in return Different kinds of families Good and bad feelings and how to cope with different feelings Managing uncomfortable feelings (anger, jealousy, pride, worrying, loss) (Frog is frightened) Online Safety - 	<ul style="list-style-type: none"> Growing and changing, babies becoming adults(covered in Science) Managing changes Moving on Online Safety -

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Linked Value	<p>Respect</p> <ul style="list-style-type: none"> Devising a class contract: rules and responsibilities Being an effective learner – start of term Right and wrong Gifts and talents – describe similarities and differences between ourselves and others <p>(Rocket and rainbow jelly)</p> <ul style="list-style-type: none"> Online Safety - 	<p>Self-Control</p> <ul style="list-style-type: none"> Making friends – what is a good friend Valuing difference (Giraffes can't dance) Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts Online Safety - 	<p>Courage and Hope</p> <ul style="list-style-type: none"> Expressing opinions Voting and debating Saving energy around the school Pollution, litter around the school Why do we have money? Spending money <p>(The Magic Paintbrush)</p> <ul style="list-style-type: none"> Online Safety - 	<p>Perseverance</p> <ul style="list-style-type: none"> Healthy choices; different feelings; managing feelings Food types / healthy eating – design a healthy lunch box Keeping healthy – what exercise do people take, what do I like? To explore substances and situations that are safe or unsafe To identify how medicines can help us – and where we get medicines from To identify hazardous substances Safety rules at home and at school Online Safety - 	<p>Trust</p> <ul style="list-style-type: none"> People who help us (The Gigantic Turnip) Different types of friends, including grown ups Truth and lies Secrets – understanding not to keep adults secrets; good and bad secrets and distinguishing between them How to call for the emergency services Online Safety - 	<ul style="list-style-type: none"> Recognise the main stages of the human life cycle (baby, child, adult) Recognise that the process of growing takes time and describe what changes happen when people grow from young to old Identify ways we are more independent now than when we were younger Describe our feelings about growing and changing Challenge simple stereotypes about boys and girls Recognise and use the correct names for main parts of the body Online Safety -

Year 3 Linked Value	Autumn 1 Respect	Autumn 2 Self-Control	Spring 1 Courage and Hope	Spring 2 Perseverance	Summer 1 Trust	Summer 2
	<ul style="list-style-type: none"> Devising a class contract: rules and responsibilities What are values? Exploring personal values What are British Values and why are they important? It's good to be me – Gifts and Talents (We are all born free) Having opinions and respecting others' opinions Online Safety - 	<ul style="list-style-type: none"> The importance of friendship Recognise the different types of friendships that are important to us (e.g. family, friends, groups we belong to) Explain why friendship and having friends is valuable Identify how friends show they care for and value each other Describe what makes a good friendship and what is most important in a friendship Online Safety - 	<ul style="list-style-type: none"> Rules and laws why they are needed Representation – School Ambassadors and Local Council Voting and debating Keeping track of my money – saving and spending What is fair trade? – sources and products/ethics Online Safety - 	<ul style="list-style-type: none"> Identify what helps maintain friendship's Describe feelings when disagreements and conflict occur Identify what can help and not help if there are friendship problems Demonstrate strategies for solving arguments with peers Standing up for myself, including peer pressure and how to deal with it (Goodnight stories for rebel girls) Online Safety - 	<ul style="list-style-type: none"> Self-awareness Different types of families and who to go to for support To explore touch and personal space and acceptable physical contact Online Safety - 	<ul style="list-style-type: none"> How my body works – body systems, circulation, breathing and digestion(covered in Science) Growing and changing(covered in Science) Recap on differences – male and female and naming body parts Managing loss (book link Badgers Parting Gifts) Setting achievable goals and overcoming barriers Online Safety -

Year 4 Linked Value	Autumn 1 Respect	Autumn 2 Self-Control	Spring 1 Courage and Hope	Spring 2 Perseverance	Summer 1 Trust	Summer 2
	<ul style="list-style-type: none"> Devising a class contract: rules and responsibilities Rights and responsibilities / types of behaviour and their consequences Working cooperatively Communication skills, cooperation, working together Online Safety - 	<ul style="list-style-type: none"> Keeping safe in my local area – gangs etc Emotional health – strong feelings and mood swings Helping and getting help – who can you talk to Persuasion and pressure – how to manage peer and other influence, not agree to keeping secrets, when it is ok to break confidence Online Safety - 	<ul style="list-style-type: none"> Listen and respond effectively to people; share points of view Keeping track of my money, planning and budgeting Voluntary agencies and charity work Saving energy, the environment, recycling etc – how we can make a difference Media influence and sources of persuasion Online Safety - 	<ul style="list-style-type: none"> Keeping healthy – healthy eating and exercise Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers To understand the effects alcohol has on the body Alcohol and the related risks Limits to drinking alcohol Online Safety - 	<ul style="list-style-type: none"> Different types of relationships (friends, families, civil partnerships, marriage) Recognising and challenging prejudice Equal opportunities – discrimination Online Safety - 	<ul style="list-style-type: none"> Identify some of the physical changes that happen to bodies during puberty (Hair in Funny Places book) Explain that puberty begins and ends at different times for different people Explain how and why it is important to keep clean during puberty Describe ways of managing physical change during puberty Respond to questions about puberty Positive vs unwelcome change Moving on – setting goals, wishes, hopes and dreams Online Safety -

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Linked Value	<p>Respect</p> <ul style="list-style-type: none"> Devising a class contract: rules and responsibilities Rule of law – British Legal system Individual Liberty – exploring fundamental rights all children should have across the world (Women’s Rights – storyjumper) Online Safety – 	<p>Self-Control</p> <ul style="list-style-type: none"> The concept of well-being – link to mindfulness managing feelings e.g. anger, embarrassment – staying happy (Michael Rosen’s Sad Book) Environmental awareness and responsibility, climate change Basic First aid Online Safety 	<p>Courage and Hope</p> <ul style="list-style-type: none"> Importance of finance in people’s lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax Anti-social behaviour and the consequences of breaking laws Class, deprivation, understanding how others live (A journey of child Refugees) Online Safety - 	<p>Perseverance</p> <ul style="list-style-type: none"> Agreeing and disagreeing – conflict resolution Being assertive and managing risk Actions have consequences, negotiation and compromise and giving feedback To explore a range of legal and illegal drugs (Link to the Human Body) Explore children’s attitudes and beliefs to drug takers To consider strategies to resist drug use Online Safety - 	<p>Trust</p> <ul style="list-style-type: none"> Different types of relationships <ul style="list-style-type: none"> Positive and negative Marriage – wedding words, perfect partners Changing relationships e.g. transitions, loss, separation, divorce, bereavement Forgiveness-linked to Christianity Discrimination – what to do if someone is being discriminated against (The Boy in a Dress – D Walliams) Online Safety - 	<ul style="list-style-type: none"> Use scientific vocabulary for external and internal male and female body parts/genitalia Explain what happens during menstruation Explain what is meant by ejaculation and wet dreams Describe how emotions and relationships may change during puberty Know where we can get the help and support we need in relation to puberty Online Safety -

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Linked Value	<p>Respect</p> <ul style="list-style-type: none"> Devising a class contract: rules and responsibilities Identity – communities they belong to and what contributes to our identity (Either link with Tall Story the book or A story like the wind) Individual liberty – basic human rights, fundamental rights all children should have around the world (story of Captain Coram) Discrimination and our responsibility to change it (Amelia to Zora Book link) Understanding democracy – what it is, how it works in our society and why it is important (I am Malala book link) <p>Online Safety -</p>	<p>Self-Control</p> <ul style="list-style-type: none"> Friendships, supporting each other, valuing others Risky choices and dealing with pressure Anti-bullying including racism, homophobia (link with Nelson Mandela) <p>Online Safety -</p>	<p>Courage and Hope</p> <ul style="list-style-type: none"> To understand the risk of substance abuse Getting help, advice and support Keeping safe in my local area Stereotyping and the media Physical and emotional behaviour in relationships <p>Online Safety -</p>	<p>Perseverance</p> <ul style="list-style-type: none"> Rich and poor nations looking at poverty Global footprints (where forest meets sea) Money enterprise including interest, loan, debt and tax <p>Online Safety -</p>	<p>Summer 1</p> <ul style="list-style-type: none"> Describe the physical and emotional changes that occur during puberty and how to manage these Identify myths and facts about puberty and what is important for a young person to know Describe some changes that happen as we grow up Identify the range of feelings associated with change, transition to secondary school and becoming more independent and taking on new responsibilities Identify the links between love, committed relationships / marriage and conception explain that this may be one part of an intimate relationship between consenting adults Explaining what pregnancy means: how long it lasts and where it occurs i.e. that a baby is made when a sperm meets an egg / ovum and then the fertilised egg settles into the lining of the uterus. <p>Online Safety -</p>	<p>Summer 2</p>

Whole School cross curricular links

- **British Values** St James' has a duty to actively promote the fundamental British Values of : Democracy, the Rule of Law, Individual Liberty and Mutual Respect and celebration of those with different faiths and beliefs. All these British Values will be covered through our PSHE/RSE curriculum, worship as well as through our culturally inclusive curriculum.
- **Mindfulness and Yoga** These are introduced to children and provide children with an understanding of how they can train their minds to enable them to notice their thoughts and emotions and identify a difference between impulses and actions. Practicing Mindfulness and Yoga encourages more careful decision-making. Young people will empathise more, learn from one another and discover how to make the most of relationships, know how to balance doing and being.
- **Debate** In Key Stage 2 children learn debate skills and take part in various debates. Debate helps the children develop many key skills such as respecting others point of views, expressing opinions on given subjects politely etc.
- **Making a Difference Day** Each year every class decides on a 'Making a Difference Day' this could writing a persuasive letter to try to seek change, or hold an event to support others in our community or even hold an event to raise awareness and money for a chosen charity.