

*Thoughtfulness and Respect*

**Sandford Hill Primary School**

# **Relationships and Sex Education Policy**



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# Thoughtfulness and Respect



## Policy

### 1. Introduction and Vision

The Sandford Hill Primary School PSHE curriculum will develop positive relationships and nurture thoughtful, respectful, aspirational, resilient and cooperative pupils.

### 2. Our Aims:

- To promote the spiritual, moral and cultural, mental and physical development of the children
- To create a safe, happy school which has the personal development of the children at its heart
- To develop the knowledge, skills and attributes pupils need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood
- To teach the children to stay safe and healthy and so further support their well being
- To build self-esteem, tackle barriers to learning, raise aspirations and improve the life chances of all our pupils including the most vulnerable and disadvantaged pupils
- To provide a wealth of learning opportunities to inspire the interests and talents of all

Furthermore, the aims of **The Relationships and Sex Education (RSE)** curriculum at our school are to:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships

### 3. Statutory Requirements

As a maintained primary school, we provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#), [Equality Act 2010](#), [KCSIE](#) and the [DfE Statutory Guidance](#). Although there is no statutory requirement to provide sex education within our relationships education, we teach those elements of sex education which are contained in the science curriculum:

#### Animals, including humans

Statutory requirements: Pupils should be taught to:

- Describe the changes as humans develop to old age

Notes and guidance (non-statutory):

- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

In teaching RSE, we have regard to the [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). At Sandford Hill Primary we teach RSE as set out in this policy.

In addition to this, as part of their science curriculum and statutory health education, the Year 5 and Year 6 children receive elements of health education. This will focus on:

- Preparing boys and girls for the changes that adolescence brings
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies

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### **4. Policy Development**

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

1. **Review** – the PSHE Leader and the Curriculum Leader pulled together all relevant information including relevant national and local guidance
2. **Staff / Governors consultation** – all school staff and school governors were given the opportunity to look at the policy and make recommendations
3. **Parent/stakeholder consultation** – parents and any interested parties were given the opportunity to look at the policy and express their views
4. **Ratification** – once amendments were made, the policy was again shared with governors and ratified

### **5. Definition**

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

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

RSE is not about the promotion of sexual activity.

### **6. Curriculum**

Our curriculum is based on the guidance provided by The PSHE Association as per Appendix 1, but we may need to adapt it as and when necessary.

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

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

### **7. Equality and Inclusion**

When delivering the RSE curriculum, we endeavor to provide quality access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination. We aim to provide accurate information and to help to develop skills to enable our children to understand differences and respect for themselves. In delivery of the RSE curriculum, we aim to prevent and remove prejudice by providing balanced information which will take into account the views of different faiths and cultures.

RSE should contribute to the social, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum. Pupils with special education needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

### **8. Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this case, the staff member will follow the usual safeguarding protocols in sharing the information with the Safeguarding team and recording the disclosure following the usual procedures.

Visitors/external agencies which support the delivery of RSE will be required to sign in securely. They will be provided with the school's procedures with regards to sharing any disclosure of a child during the visit. During the lessons delivered by visitors/external agencies, the class teacher will always remain in the class and will be aware of identified vulnerable pupils and therefore able to readily support them.

### **9. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Some aspects of RSE are taught within the Y5 science curriculum, and other aspects are included in religious education (RE). Pupils, Year 5 and Year 6, also receive stand-alone health education sessions delivered by a trained health professional (school nurse). Please see Appendix 3 and Appendix 4 for more information.

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

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). For more information about our curriculum, see the books used in Appendix 2.

### **10. Role and Responsibilities**

#### **10.1 The governing board**

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

#### **10.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

#### **10.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Reflecting on their teaching and for enhancing their knowledge and expertise to impact positively on pupil outcomes.

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 and/or PSHE Leader.

#### **10.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with thoughtfulness, respect and sensitivity, in line with the school's ethos.

### **11. Parents Rights to withdraw**

As part of the science curriculum and statutory health education, the Year 5 and Year 6 children receive elements of health education. Parents will be notified of this, prior to the lessons. Subjects such as puberty, hygiene, adolescence and the developmental stages of a foetus will be covered, together with a session on changes to the body for both boys and girls separately. Should they so wish, parents will be invited to discuss the content of these lessons with either the class teachers or school nurse by prior appointment. Following these discussions, parents do not have the right to withdraw their child from compulsory education.

### **12. Training**

Staff are trained on the delivery of RSE, which has been part of our National Curriculum since 2014, as part of our continuing professional development calendar.

Visitors from outside the school, such as school nurses, and representatives from professional organisations, also help to provide support and training to staff teaching RSE.

### **13. Monitoring and evaluation**

The delivery of RSE is monitored by the PSHE Leader and the Curriculum Leader through planning scrutiny, book scrutiny, learning walks, pupil voice and CPD discussions etc.

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

In line with current DfE guidance, this policy will be reviewed every 2 years by the PSHE Leader. At every review, the policy will be approved by the governing board and headteacher.

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## Appendix 1

### Relationships and Sex Education and Health Education Curriculum Map

| YEAR GROUP | TERM                                    | TOPIC/THEME DETAILS   | KEY VOCABULARY                                     |
|------------|---|---|--|
| EYFS       | Autumn<br><i>RELATIONSHIPS</i>          | <ul style="list-style-type: none"> <li>• What makes a good friend?               <ul style="list-style-type: none"> <li>- Ourselves and others; similarities and differences; friendships; families</li> </ul> </li> </ul>  | likes<br>dislikes<br>listen<br>share               |
|            | Summer<br><i>HEALTH AND WELLBEING</i>   | <ul style="list-style-type: none"> <li>• What helps us to look after our teeth?</li> <li>• How can we share our feelings?               <ul style="list-style-type: none"> <li>- Being healthy; hygiene; people who help us; feelings; changes and disagreements</li> </ul> </li> </ul> | feelings<br>teeth<br>healthy<br>decay              |
| Year 1     | Autumn 1<br><i>RELATIONSHIPS</i>        | <ul style="list-style-type: none"> <li>• What is the same and different about us?               <ul style="list-style-type: none"> <li>- Ourselves and others; similarities and differences; individuality; our bodies</li> </ul> </li> </ul>   | strengths<br>male<br>female<br>private parts       |
|            | Autumn 2<br><i>RELATIONSHIPS</i>        | <ul style="list-style-type: none"> <li>• Who is special to us?               <ul style="list-style-type: none"> <li>- Ourselves and others; people who care for us; groups we belong to; families</li> </ul> </li> </ul>  | special<br>people<br>care<br>help                  |
|            | Spring 1<br><i>HEALTH AND WELLBEING</i> | <ul style="list-style-type: none"> <li>• What helps us stay healthy?               <ul style="list-style-type: none"> <li>- Being healthy; hygiene; medicines; people who help us with health</li> </ul> </li> </ul>  | healthy<br>medicine<br>hygiene<br>germs            |
|            | Summer 1<br><i>HEALTH AND WELLBEING</i> | <ul style="list-style-type: none"> <li>• Who helps to keep us safe?               <ul style="list-style-type: none"> <li>- Keeping safe; people who help us</li> </ul> </li> </ul>  | safe<br>stranger<br>emergency                      |
| Year 2     | Autumn 1<br><i>RELATIONSHIPS</i>        | <ul style="list-style-type: none"> <li>• What makes a good friend?               <ul style="list-style-type: none"> <li>- Friendship; feeling lonely; managing arguments</li> </ul> </li> </ul>   | good friend<br>lonely<br>arguments                 |
|            | Autumn 2<br><i>RELATIONSHIPS</i>        | <ul style="list-style-type: none"> <li>• What is bullying?               <ul style="list-style-type: none"> <li>- Behaviour; bullying; words and actions; respect for others</li> </ul> </li> </ul>   | permission<br>physical contact<br>bully<br>respect |
|            | Spring 2<br><i>HEALTH AND WELLBEING</i> | <ul style="list-style-type: none"> <li>• What helps us to stay safe?               <ul style="list-style-type: none"> <li>- Keeping safe; recognising risk; rules</li> </ul> </li> </ul>  | risk<br>secrets<br>pressure<br>trustworthy         |
|            | Summer 1<br><i>HEALTH AND WELLBEING</i> | <ul style="list-style-type: none"> <li>• What can help us grow and stay healthy?               <ul style="list-style-type: none"> <li>- Being healthy: eating, drinking, playing and sleeping</li> </ul> </li> </ul>  | sugar<br>active<br>screen-time<br>sleep            |
|            | Summer 2<br><i>HEALTH AND WELLBEING</i> | <ul style="list-style-type: none"> <li>• How do we recognise our feelings?               <ul style="list-style-type: none"> <li>- Feelings; mood; times of change; loss and bereavement; growing up</li> </ul> </li> </ul>  | happy<br>sad<br>confident<br>proud                 |

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| <b>YEAR GROUP</b> | <b>TERM</b>                             | <b>TOPIC/THEME DETAILS</b>   | <b>KEY VOCABULARY</b>                                   |
|-------------------|---|--|---|
| <b>Year 3</b>     | Autumn 1<br><i>RELATIONSHIPS</i>        | <ul style="list-style-type: none"> <li>• How can we be a good friend?               <ul style="list-style-type: none"> <li>- Friendship; making positive friendships, managing loneliness, dealing with arguments</li> </ul> </li> </ul>                 | qualities<br>valuable<br>different<br>close             |
|                   | Autumn 2<br><i>HEALTH AND WELLBEING</i> | <ul style="list-style-type: none"> <li>• What keeps us safe?               <ul style="list-style-type: none"> <li>- Keeping safe; at home and school; our bodies; hygiene; medicines and household products</li> </ul> </li> </ul>                       | hazards<br>appropriate<br>inappropriate<br>private      |
|                   | Spring 1<br><i>RELATIONSHIPS</i>        | <ul style="list-style-type: none"> <li>• What are families like?               <ul style="list-style-type: none"> <li>- Families; family life; caring for each other</li> </ul> </li> </ul>  | step parents<br>same sex parents<br>foster<br>adopted   |
|                   | Summer 1<br><i>HEALTH AND WELLBEING</i> | <ul style="list-style-type: none"> <li>• Why should we eat well and look after our teeth?               <ul style="list-style-type: none"> <li>- Being healthy: eating well, dental care</li> </ul> </li> </ul>  | nutrition<br>oral hygiene<br>balanced diet<br>advice    |
|                   | Summer 2<br><i>HEALTH AND WELLBEING</i> | <ul style="list-style-type: none"> <li>• Why should we keep active and sleep well?               <ul style="list-style-type: none"> <li>- Being healthy: keeping active, taking rest</li> </ul> </li> </ul>  | physical activity<br>choices<br>influences<br>wellbeing |
| <b>Year 4</b>     | Autumn 1<br><i>HEALTH AND WELLBEING</i> | <ul style="list-style-type: none"> <li>• What strengths, skills and interests do we have?               <ul style="list-style-type: none"> <li>- Self-esteem: self-worth; personal qualities; goal setting; managing set backs</li> </ul> </li> </ul>    | self-esteem<br>individuality<br>set-backs<br>resilience |
|                   | Autumn 2<br><i>RELATIONSHIPS</i>        | <ul style="list-style-type: none"> <li>• How do we treat each other with respect?               <ul style="list-style-type: none"> <li>- Respect for self and others; courteous behaviour; safety; human rights</li> </ul> </li> </ul>                   | privacy<br>discrimination<br>respect<br>appropriate     |
|                   | Spring 1<br><i>HEALTH AND WELLBEING</i> | <ul style="list-style-type: none"> <li>• How can we manage our feelings?               <ul style="list-style-type: none"> <li>- Feelings and emotions; expression of feelings; behaviour</li> </ul> </li> </ul>  | emotion<br>action<br>nervous<br>ashamed                 |
|                   | Spring 2<br><i>HEALTH AND WELLBEING</i> | <ul style="list-style-type: none"> <li>• What makes up our identity?               <ul style="list-style-type: none"> <li>- Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</li> </ul> </li> </ul> | values<br>identity<br>stereotypes<br>gay<br>lesbian     |
|                   | Summer 2<br><i>HEALTH AND WELLBEING</i> | <ul style="list-style-type: none"> <li>• How can we manage risk in different places?               <ul style="list-style-type: none"> <li>- Keeping safe; out and about; recognising and managing risk</li> </ul> </li> </ul>                            | peers<br>influence<br>laws<br>anti-social               |

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| YEAR GROUP | TERM                                    | TOPIC/THEME DETAILS  | KEY VOCABULARY  |
|------------|---|--|---|
| Year 5     | Autumn 1<br><i>HEALTH AND WELLBEING</i> | <ul style="list-style-type: none"> <li>How can we help in an accident or emergency?               <ul style="list-style-type: none"> <li>Basic first aid, accidents, dealing with emergencies</li> </ul> </li> </ul>   | scalds<br>head injury<br>choking<br>asthma                |
|            | Spring 1<br><i>HEALTH AND WELLBEING</i> | <ul style="list-style-type: none"> <li>How will we grow and change?               <ul style="list-style-type: none"> <li>Growing and changing; puberty</li> </ul> </li> </ul>  | puberty<br>menstruation<br>emotions<br>personal hygiene   |
|            | Spring 2<br><i>RELATIONSHIPS</i>        | <ul style="list-style-type: none"> <li>How can friends communicate safely?               <ul style="list-style-type: none"> <li>Friendships; relationships; becoming independent; online safety</li> </ul> </li> </ul>   | risk<br>consent<br>pressure<br>gay<br>lesbian             |
|            | Summer 1<br><i>HEALTH AND WELLBEING</i> | <ul style="list-style-type: none"> <li>How can drugs common to everyday life affect health?               <ul style="list-style-type: none"> <li>Drugs, alcohol and tobacco; healthy habits</li> </ul> </li> </ul>   | smoking<br>alcohol<br>medicines<br>legal/illegal<br>habit |
| Year 6     | Autumn<br><i>HEALTH AND WELLBEING</i>   | <ul style="list-style-type: none"> <li>How can we keep healthy as we grow?               <ul style="list-style-type: none"> <li>Looking after ourselves; growing up; becoming independent; taking more responsibility</li> </ul> </li> </ul>   | mental health<br>dental hygiene<br>sleep<br>strategies    |
|            | Summer<br><i>RELATIONSHIPS</i>          | <ul style="list-style-type: none"> <li>What will change as we become more independent?</li> <li>How do friendships change as we grow?               <ul style="list-style-type: none"> <li>Different relationships, changing and growing, adulthood, independence, moving to secondary school</li> </ul> </li> </ul> | relationships<br>marriage<br>civil partnership<br>puberty |

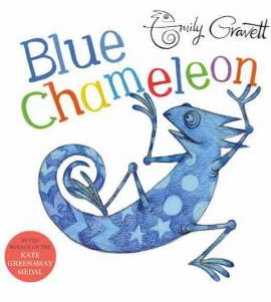
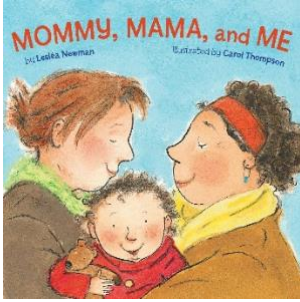
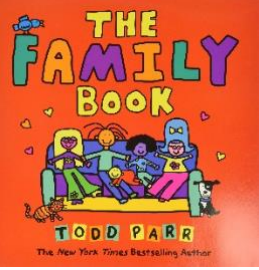
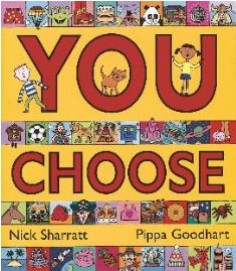
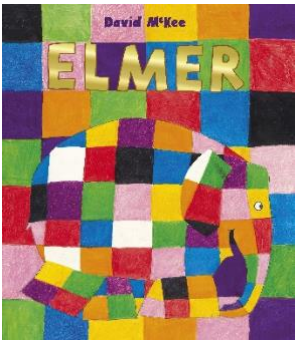
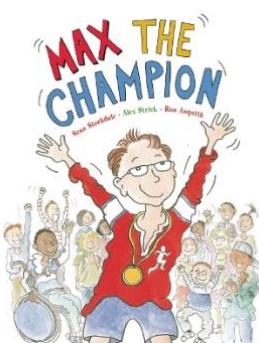
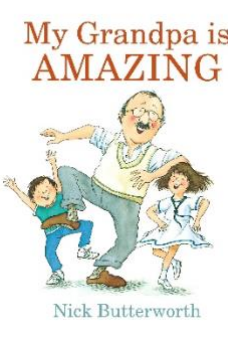
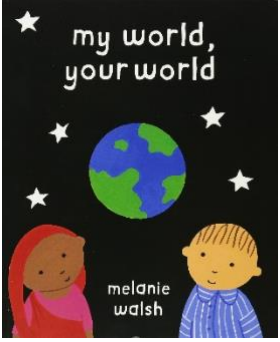
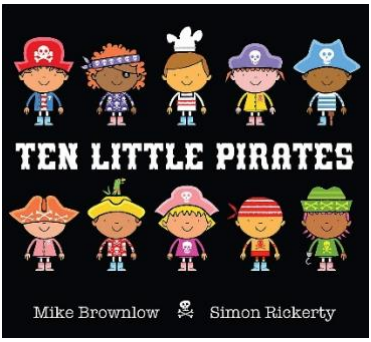
### Health Education Session (Nurse)

|  |  |   |
|--|--|---|
| <b>Year 5 (Spring 1)</b><br><br><b>Year 6 (Summer)</b> | <ul style="list-style-type: none"> <li>How girls' and boys' bodies change during puberty, including how they might feel about these changes</li> <li>Boys (hair, grow taller, body shape, voice changes, face, skin, sex organs grow)</li> <li>Girls (increase in height and weight, breasts, nipples, hips broaden, pubic hair, skin changes, periods)</li> <li>Menstruation</li> <li>Changes in feelings, emotions, friendships, responsibilities and boundaries</li> <li>About 'self-image' and the idea that how they see themselves is not necessarily how others see them</li> <li>Strategies for the development of positive self-image and self-esteem.</li> <li>To identify things that they are looking forward to about becoming a teenager and to understand that growing up brings responsibilities.</li> <li>The importance of looking after themselves physically and emotionally (hygiene, diet, sleep, exercise)</li> <li>That attraction to others of the opposite or same sex is a natural part of growing up</li> <li>The way in which being physically attracted to someone might change the nature of the relationship that they have with each other</li> <li>About what to expect in secondary school and to discuss any worries that they might have about this transition</li> </ul> | sex organs<br>penis<br>vagina<br>breasts<br>pubic hair<br>periods<br>hygiene<br>sleep<br>emotions<br>boundaries |
|--|--|---|

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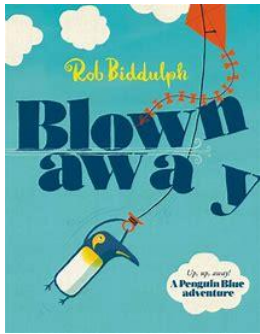
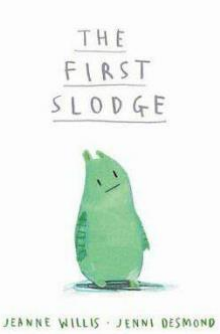

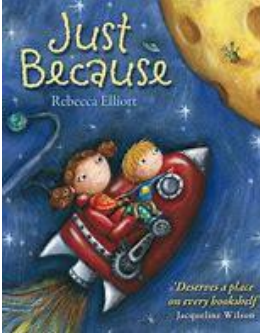
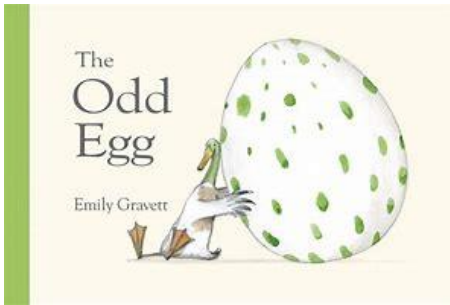
## Appendix 2

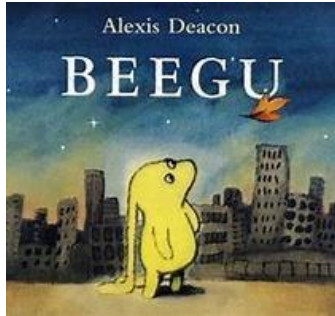

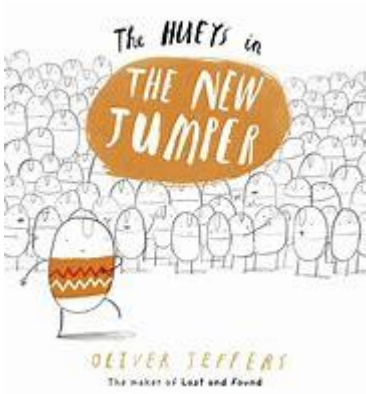
Equality: At Sandford Hill Primary School we celebrate all our children and their families without discrimination.

| Reception  |   |
|--|---|
| Learning Outcome / Key Vocabulary  | Books   |
| <b>Red Rockets and Rainbow Jelly</b><br>To understand it is okay to like different things.<br><b>different, agree, disagree</b>        |              |
| <b>Blue Chameleon</b><br>To make friends with someone different.<br><b>same, different, friend</b>                                     |   |
| <b>Mommy, Mama and Me</b><br>To celebrate family.<br><b>love, family</b>   |   |
| <b>The Family Book</b><br>To understand that all families are different.<br><b>families, different, love</b>                           |   |
| <b>You Choose</b><br>To say what I think.<br><b>I like, I don't like, turn, fair</b>   |   |
| Year 1   |   |
| Learning Outcome / Key Vocabulary  | Book  |
| <b>Elmer</b><br>To like the way I am.<br><b>different</b>  |      |
| <b>Max the Champion</b><br>To understand that our bodies work in different ways.<br><b>different, help,</b>                            |   |
| <b>My Grandpa is Amazing</b><br>To recognise that people are different ages.<br><b>different, older</b>                                |   |
| <b>My World, Your World</b><br>To understand that we share the world with lots of people.<br><b>different people, world, diversity</b> |   |
| <b>Ten Little Pirates</b><br>To play with boys and girls.<br><b>join in, left out</b>  |   |



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| Year 2  |   |
|---|---|
| Learning Outcome / Key Vocabulary   | Book  |
| <b>Blown Away</b><br>To be able to work with everyone in my class.<br><b>cooperation, different, friends</b>        |    |
| <b>The First Slodge</b><br>To understand how we share the world.<br><b>different, world, share</b>                  |   |
| <b>The Great Big Book of Families</b><br>To understand what diversity is.<br><b>diversity, religion, family, UK</b> |  |
| <b>Just Because</b><br>To feel proud of being different.<br><b>proud, different</b>                                 |   |
| <b>The Odd Egg</b><br>To understand what makes someone feel proud.<br><b>proud, embarrassed, solution, family</b>   |   |


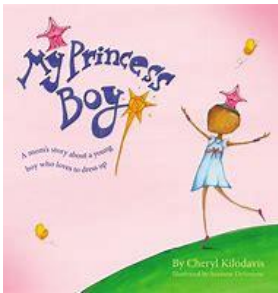
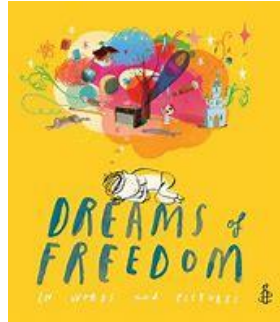
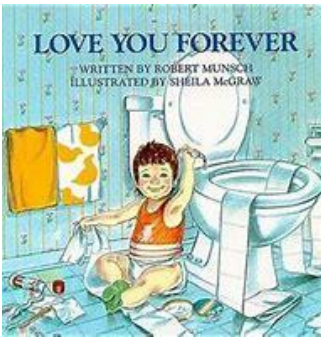
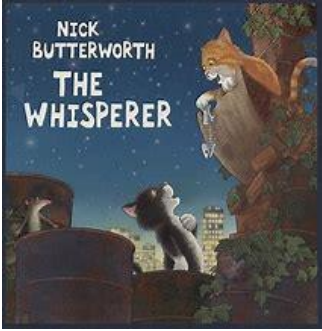
| Year 3   |   |
|--|---|
| Learning Outcome / Key Vocabulary  | Book  |
| <b>Beegu</b><br>To be welcoming.<br><b>behaviour, outsider, welcoming</b>  |    |
| <b>Two Monsters</b><br>To find a solution to a problem.<br><b>problem, communicate, respect</b>                                  |   |
| <b>This is Our House</b><br>To understand what discrimination means.<br><b>excluded, included, outsider, label</b>               |    |
| <b>The Hueys in the New Jumper</b><br>To use strategies to help someone who is different.<br><b>empathy, behaviour, feelings</b> |  |

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| Year 4  |      |
|---|------|
| Learning Outcome / Key Vocabulary   | Book |
| <b>Red: A Crayon's Story</b><br>To be who you want to be.<br><b>proud, confident, accepted</b>                |      |
| <b>The Way Back Home</b><br>To overcome language as a barrier.<br><b>communicate, feelings, body language</b> |      |
| <b>Dogs Don't Do Ballet</b><br>To know when to be assertive.<br><b>assertive, calm</b>                        |      |
| <b>King and King</b><br>To understand why people choose to get married.<br><b>marriage, gay, lesbian, law</b> |      |
| <b>The Flower</b><br>To ask questions.<br><b>choices, questioning, confident</b>                              |      |

| Year 5   |      |
|--|------|
| Learning Outcome / Key Vocabulary  | Book |
| <b>How to Heal a Broken Wing</b><br>To recognise when someone needs help.<br><b>empathy, freedom of speech, democracy, respect</b> |      |
| <b>Where the Poppies Now Grow</b><br>To learn from our past.<br><b>past, remember</b>  |      |
| <b>And Tango Makes Three</b><br>To accept people who are different from me.<br><b>gay, lesbian, family</b>                         |      |
| <b>Rose Blanche</b><br>To justify my actions.<br><b>difficult decisions, Jewish, Nazis</b>   |      |

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| Year 6  |  |
|---|--|
| Learning Outcome / Key Vocabulary   | Book   |
| <b>The Island</b><br>To challenge the causes of racism.<br><b>prejudice, challenge, consequence</b>                   |      |
| <b>My Princess Boy</b><br>To promote diversity.<br><b>accept, celebrate, gender identity, welcome</b>                 |  |
| <b>The Whisperer</b><br>To stand up to discrimination.<br><b>identity, prejudice, rumour</b>                          |  |
| <b>Love You Forever</b><br>To consider how my life may change as I grow up.<br><b>Life stages, love, grow, change</b> |  |
| <b>Dreams of Freedom</b><br>To recognise my freedom.<br><b>rights, dreams</b>   |  |



# Thoughtfulness and Respect

## Appendix 3

### Links to Science, PE and Computing Curriculum

| Science    |   |
|------------|---|
| <b>KS1</b> | <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>  |
| <b>KS2</b> | <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age</li> <li>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</li> <li>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows</li> </ul> |

| Computing  |  |
|--|--|
| <b>KS1 and KS2</b><br>Taken from the Education for a Connected World | <ul style="list-style-type: none"> <li>Online relationships (Spring 2)</li> <li>Privacy and security (Summer 2)</li> </ul> |

| PE                  |   |
|---------------------|---|
| <b>KS1 and KS2</b>  | <ul style="list-style-type: none"> <li>On all progression documents for PE, ALL children are expected to show thoughtfulness and respect towards others. This includes officials (referees, umpires, authoritative figures in sport etc.) as well as team mates and opponents.</li> <li>Children in all years learn to officiate games fairly (respecting all competitors).</li> <li>Difference between being a 'good loser' and a 'good winner' discussed throughout the P.E. curriculum.</li> <li>Ways in which respect is shown is discussed and modelled by the teacher in all P.E. lessons.</li> <li>Learning outcomes of all lessons aim to develop 'physical confidence' in children. E.g. can throw and catch accurately. This should lead to increased self-respect.</li> <li>Extra sport provision timetabled each week for all children. E.g. scootering/golden mile/sports skills</li> <li>Swimming provided from Year 2-Year 6 giving teaching children lifelong skill that can be used for safety as well as exercise.</li> </ul> |
| <b>Sports Days</b>  | <ul style="list-style-type: none"> <li>Encourage teamwork between pupils</li> <li>Encourage own team but applaud others</li> <li>Respect all decisions</li> <li>Increase sense of belonging and working towards a common goal</li> </ul>  |
| <b>Sports Week</b>  | <ul style="list-style-type: none"> <li>During 'Sports Week' all children learn about healthy eating (making a healthy meal/snack), what foods/drinks are bad for our health (making healthy choices), disability sports, benefits of exercise and balanced diets and try out new sports (aim to increase happiness and fun experiences).</li> <li>All children learn benefits of exercise and risks of inactive lifestyles (including obesity).</li> </ul>  |
| <b>Sports Teams</b> | <ul style="list-style-type: none"> <li>Learn to respect decisions during competitions.</li> <li>Learn to applaud and respect opponents.</li> <li>Practise being good winner/loser.</li> <li>Annual 'Sports Awards' assembly to respect the efforts and achievements of different children who have represented the school at sport</li> </ul>   |
| <b>Year 4</b>       | <ul style="list-style-type: none"> <li>'Spirit of cricket' taught by Staffordshire Cricket (how to respect rules, opponents and decisions in cricket).</li> <li>Bikeability to encourage safe active travel/active lifestyle</li> </ul>   |
| <b>Year 5</b>       | <ul style="list-style-type: none"> <li>Bikeability to encourage safe active travel/active lifestyle</li> <li>Bikeability to encourage safe active travel/active lifestyle</li> </ul>  |
| <b>Year 6</b>       | <ul style="list-style-type: none"> <li>Children learn benefits of exercise and balanced diets on human body (mentally and physically)</li> <li>Children learn how self-respect links with overall happiness.</li> <li>Bikeability to encourage safe active travel/active lifestyle.</li> </ul>  |

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### Appendix 4 Links to RE Curriculum

|                  | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer2  |
|------------------|---|--|---|--|---|--|
| <b>Reception</b> | F5 Where do we belong?<br><br>Showing respect to others, showing love for others, care for others   | F4 Which times are special and why?<br><br>Explaining and showing the feelings of being happy, excited with friends/family                               | F6 What is special about our world?<br><br>Caring for animals and nature.   | F2 Which people are special and why?<br><br>What is a good friend, what makes people special?  | F3 Which places are special and why?<br><br>Who is special? Why? What is a good friend like/qualities? Am I a good friend?  | F1 What stories are special and why?<br><br>How should we behave towards others? |
|                  | Christian   | Christian/Hindu  | Christian   | Christian  | Christian/Muslim  | Christian  |
| <b>Year 1</b>    | 1.1 Who is a Christian and what do they believe? Part 1<br><br>Good, bad, right, wrong arising from stories. Beliefs Christians hold about Jesus: kind, shapes the path of their life | 1.7 What does it mean to belong to a faith community?<br><br>What is special and the value of belonging to a group. Special thing people do as a group   | 1.2 Who is a Muslim and what do they believe? Part 1<br><br>Prophet Muhammad and how a Muslims life is led by him.  | 1.6 How and why do we celebrate special and sacred times? Part 1<br><br>Explaining and showing the feelings of being happy, excited with friends/family. | 1.5 What makes some places sacred?<br><br>Showing respect for other people's precious belongings. Beliefs Christians hold about Jesus: kind, shapes the path of their life. Relationship with fellow believers, going to church                         |  |
|                  | Christian/Muslim  | Christian  | Muslim  | Christian  | Christian/Muslim  |  |
| <b>Year 2</b>    | 1.2 Who is a Muslim and what do they believe? Part 2<br><br>Prophet Muhammad and how a Muslims life is led by him.  | 1.6 How and why do we celebrate special and sacred times? Part 2<br><br>Explaining and showing the feelings of being happy, excited with friends/family. | 1.1 Who is a Christian and what do they believe? Part 2<br><br>Good, bad, right, wrong arising from stories. Beliefs Christians hold about Jesus: kind, shapes the path of their life | 1.4 How can we learn from sacred books?<br><br>Showing respect for other people's precious belongings. Good, bad, right, wrong arising from stories.     | 1.8 How should we care for others and the world? Why does it matter?<br><br>Recognising that others/people are valuable. Being unique. Benefits and responsibilities of friendship and caring for others. Good, bad, right, wrong arising from stories. |  |
|                  | Christian/Muslim  | Christian/Muslim   | Christian   | Christian/Muslim   | Christian   |  |
| <b>Year 3</b>    | L2.7 What does it mean to be a Christian in Britain today? Part 1   | L2.8 What does it mean to be a Hindu in Britain today? Part 1  | L2.2 Why is the Bible so important for Christians today?  | L2.5 Why are festivals important to religious communities?   | L2.1 What do different people believe about God?  | L2.4 Why do people pray?<br><br>Finding calmness in                              |

## Thoughtfulness and Respect

|                        |  |  |   |  |  |  |
|------------------------|--|--|---|--|--|--|
|                        | Christians who support people who are being badly treated or need some help. Community groups and work.  | Living a 'good' life' helping others and creating a good karma. Making respectful relationships  | Why humans do bad things and how people try to put things right. Feeling close to God through the Bible.  | Holy week, believers experiencing; rejoice, sacrifice, temptation, betrayal, hope, forgiveness, reconciliation   | In prayer believers feel believe they can communicate with God. Trust to share/talk. Devotion to God, living by his example  | prayer, happiness, and strength. Trust to share/talk. Making a connection with God.  |
| Christian/Muslim/Hindu | Christian  | Hindu  | Christian   | Christian/Muslim/Hindu   | Christian/Muslim/Hindu   | Christian/Muslim/Hindu   |
| <b>Year 4</b>          | L2.8 What does it mean to be a Hindu in Britain today?<br>Part 2<br><br>Living a 'good' life' helping others and creating a good karma. Making respectful relationships, devotion, being inspired. | L2.7 What does it mean to be a Christian in Britain today?<br>Part 2<br><br>Discovering moods and emotions within music (hymns etc.) Standing up for others who need help. | L2.5 Why are festivals important to religious communities?<br><br>Good and bad influences, sacrifice, temptation, commitment, joy.  | L2.3 Why is Jesus inspiring to some people?<br><br>Being inspired by a hero, valuing and treating others properly. Values and commitments and personal attitudes and behaviour.  | L2.9 What can we learn from religions about deciding what is right and wrong?<br><br>Living by/following rules, behaviour impacted by these. Commandments and commitments, deciding right and wrong. Values and moral choice | L2.6 Why do some people think that life is like a journey and what significant experiences mark this?<br><br>Making a promise or commitment to belong. |
|                        | Hindu  | Christian  | Christian/Muslim/Hindu  | Christian  | Christian/Muslim/Hindu   | Christian/Muslim/Hindu   |
| <b>Year 5</b>          | U2.6 What does it mean to be a Muslim in Britain today?<br>Part 1<br><br>Commitment to faith, values and purpose, rituals for daily life.  | U2.1 Why do some people think God exists?<br><br>Commitment to believe in a God and influence on life.   | U2.7 What matters most to Christians and Humanists?<br><br>Living life to a code, concepts of behaviour. Free choice, fairness and honesty. Respectful relationships which value others views and choice of ways to live. | U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?<br><br>Being inspired by Jesus, loving others, challenging, forgiveness, justice, right/wrong decisions, temptation, and influences. | U2.4 If God is everywhere, why go to a place of worship?<br><br>Belonging to a group, support, love. Worship fulfilled being with other believers. Commitment, dedication, connection to a God.                              |  |
|                        | Muslim   | Christian/Muslim/Hindu   | Christian/Humanist  | Christian  | Christian/Hindu  |  |

## *Thoughtfulness and Respect*

|                      |   |   |   |  |
|----------------------|---|---|---|--|
| <p><b>Year 6</b></p> | <p>U2.6 What does it mean to be a Muslim in Britain today?<br/>Part 2</p> <p>Commitment and guidance to faith, values and purpose, rituals for daily life, dedication</p> | <p>U2.8 What difference does it mean to believe in Ahimsa, (harmlessness) Grace or Ummah (community)?</p> <p>Understanding others commitments and the impact of these.<br/>Showing respect, support and sensitivity.<br/>Forgiveness.</p> | <p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>Values and views. Making a difference by giving and receiving. Understanding the perspective of others' lives.</p> | <p>U2.3 What do religions say to us when life gets hard?</p> <p>What matters in life, suffering, death, soul, reincarnation, judgement, karma and afterlife?</p> |
|                      | <p>Muslim</p>   | <p>Christian/Muslim/<br/>Hindu</p>  | <p>Christian/Muslim</p>   | <p>Christian/Muslim/Hindu/Humanist</p>   |