



CEDAR
Children's Academy

Relationships and Sex education policy

Spring 2023

Cedar Children's Academy

RELATIONSHIPS & SEX EDUCATION POLICY

Introduction

This policy is a 'stand-alone' policy that comes under the umbrella of Personal, Social, Health & Citizenship Education (PSHE) at Cedar Children's Academy.

Rationale

At Cedar Children's Academy, we believe that effective Relationships & Sex Education (RSE) is essential for our pupils, as they grow, so that they are equipped to make responsible, well-informed decisions about their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life.

Definition of Relationship & Sex Education

Relationship & Sex Education is about the emotional, social and cultural development of pupils, which involves learning about relationships, healthy lifestyles, keeping safe, diversity and personal identity. RSE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support available.

Aims and Objectives

At Cedar Children's Academy, we aim to provide our pupils with an age appropriate RSE programme that:

- Provides a framework in which sensitive discussions can take place
- Prepares pupils for puberty and gives them an understanding of sexual development and the importance of health and hygiene
- Helps pupils develop feelings of self-respect, confidence and empathy
- Teaches pupils the correct vocabulary to describe themselves and their bodies
- Creates a positive culture around issues of sexual orientation and relationships

Curriculum

Our curriculum is set out within the PSHE overview and we use Kapow Primary to assist with planning, but we may need to adapt lessons as and when necessary. We have developed the curriculum in consultation with parents 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 the pupils are fully informed and don't seek answers online.

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 RSE curriculum, see *Appendix 1 and 2*.

Primary sex education will focus on:

Preparing boys and girls for the changes that adolescence brings

How a baby is conceived and born

Organisation

Normally male and female pupils will be taught together. However, when deemed appropriate, there may be occasions when pupils are taught in separate gender groups.

Where visitors are invited to deliver aspects of the RSE programme, the school follows the guidelines issued by the authority. Visitors will be used to support not supplement the role of the teacher and they will always be accompanied in the lesson by a teacher. Visitors will always be fully briefed on their contribution to the programme and will be given a copy of the current policy beforehand.

Aspects of RSE are encompassed within the ethos of the school and may be delivered through:

- PSHE lessons
- Core and foundation subjects
- Assembly time
- Enrichment days/ weeks
- Theatre in education visits

We will also support some National recognised events (such as LGBTQ+ history month, pride activities) which celebrate the diversity of our school community as part of enrichment for our curriculum.

Equal Opportunities

RSE is inclusive of all students; they have an equal entitlement to good quality RSE. The programme will be delivered in line with the School's Equal Opportunity policy and the Equalities Act 2010 within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual will be discriminated against on any of the protected categories including but not limited to gender, race, disability, religion or sexual orientation.

Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender, race, disability or sexual orientation stereotyping. The programme will be sensitive to the needs of all pupils in the school. The school will not discriminate against any member of the school community who is infected or affected by HIV.

Personal Beliefs

The personal beliefs and attitudes of teachers will not influence their teaching of RSE.

Language and Ground Rules in Lessons

All staff teaching RSE will set ground rules in their classes. For example:

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- The only language used will be easily understood and acceptable to everyone in the class
- Only the correct names for body parts will be used
- Meanings of words will be explained

Pupils will be involved in the negotiation/setting of the rules. Distancing techniques will also help to avoid the inappropriate disclosure of information. These may include case studies, role play and speaking in the third person.

Dealing with difficult questions

We have a variety of strategies for dealing with difficult questions. For example:

- If a question is too explicit or is inappropriate the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers;
- If a child makes a disclosure that causes the teacher concern, then they should follow the School's Child Protection procedures.

Menstruation

Our programme will include preparation for menstruation. Basic information about the process of menstruation will be given to the girls. We make appropriate and sensitive arrangements for the changing and disposal of sanitary wear for pupils. At the onset of menstruation, it is advisable for the parents to inform the Class Teacher or office staff of the child's needs in order for us to make appropriate provision (Sanitary protection is available from the School Office).

Behaviour

Homophobic, biphobic and transphobic (HBT) bullying is totally unacceptable. The school has a specific anti-bullying statement which all teachers are aware of and incidents of HBT bullying are recorded separately and may be reported to external authorities.

Confidentiality

In line with the Confidentiality Policy pupils, parents, staff and health professionals working with us are aware of the different roles people have within the school, the confidential support available and how confidentiality works in practice. Staff must follow child protection guidelines, sharing information with other professionals and parents in line with local procedures. Staff teaching RSE have a duty of care and may wish to make a ground rule that opinions and ideas expressed in discussion should not be repeated outside the lesson. Again, it must be stressed that no absolute confidentiality can be promised. A lesson situation is a significantly different context to a conversation with an individual. Pupils should be reminded of the difference and understand that lessons are not an appropriate place to disclose personal information.

Roles and responsibilities

The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see *Appendix 3*).

Staff

Staff are responsible for:

Delivering RSE in a sensitive way

Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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

Pupils

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

Parents' right to withdraw

The school is committed to working in close partnership with parents and carers who are the key people in teaching their children about sex and relationships. Parents/carers are informed about children's participation in the school's RSE programme and are invited to view any materials and resources that will be used. Parents have the right to withdraw their children from the sex education within the RSE programme only and which is NOT part of the statutory National Curriculum Science Orders. A parent or carer who is unhappy about their child's participation in sex education should discuss their feelings with the Headteacher. Requests for withdrawal should be put in writing using the form found in *Appendix 3* of this policy and addressed to the headteacher. If requested, alternative arrangements will be made for individual pupils, but it is hoped that this will not be necessary.

Monitoring and Evaluation

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

1. Review – the PSHE co-ordinator pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

The RSE policy is monitored and evaluated regularly by the PSHE co-ordinator through staff, parent and pupil questionnaires, lesson observations and work scrutinies. The PSHE co-ordinator is responsible for reporting any changes to the Staff, Senior Management Team and the AEB, for their approval.

This policy will be reviewed in Spring 2024

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Area of Learning	Early Learning Goals
Communication and language	Children can make comments about what they have heard and ask questions to clarify their understanding. Children begin to show an understanding of their feelings and others and can begin to regulate their behaviour accordingly. Children can express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.
Emotional development	<p><u>Self Regulation:</u> Children can show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Children can set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p><u>Managing Self:</u> Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge. They can explain the reasons for rules, know right from wrong and try to behave accordingly. Children can manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p> <p><u>Building Relationships:</u> Show sensitivity to their own and to others' needs.</p>
Physical development (gross motor skills)	Children can negotiate space and obstacles safely, with consideration for themselves and others.
Understanding the world (past and present)	<p><u>Past and Present ELG</u> Children can talk about the lives of the people around them and their roles in society.</p> <p><u>People, Culture and Community</u> Children know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Children can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>

Appendix 2:
PSHE
knowledge
and skills

progression document

At Cedar, early years teachers and teaching assistants, in Reception and Nursery, use a variety of learning styles to teach the skills required for children to make progress towards reaching the Early Learning Goal's or Exceeding Early Learning Goals. The children learn through adult led teaching sessions, small group work with an adult, adult initiated tasks and child-initiated tasks in the classroom and outdoor environment. Children enter EYFS at a variety of levels of ability and adults interact with children and are aware of the next steps, so they can move their learning on.

<u>Term 1</u> Families and relationships	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family	<p>Exploring how families are different to one another</p> <p><u>Knowledge:</u> To understand that families look after us. To know some words to describe how people are related (eg. aunty, cousin). To know that some information about me and my family is personal.</p>	<p>Understanding ways to show respect for different families.</p> <p><u>Knowledge:</u> To know that families can be made up of different people. To know that families may be different to my family.</p>	<p>Learning that problems can occur in families and that there is help available if needed.</p> <p><u>Knowledge:</u> To know that I can talk to trusted adults or services such as Childline if I experience family problems.</p>	<p>N/A</p> <p><u>Knowledge:</u> N/A</p>	<p>Identifying ways families might make children feel unhappy or unsafe.</p> <p><u>Knowledge:</u> To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111.</p>	<p>N/A</p> <p><u>Knowledge:</u> N/A</p>
Friendships	<p>Exploring how friendship problems can be overcome. Exploring friendly behaviours.</p> <p><u>Knowledge:</u> To understand some characteristics of a positive friendship. To understand that friendships can have problems but</p>	<p>Understanding difficulties in friendships and discussing action that can be taken.</p> <p><u>Knowledge:</u> To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious</p>	<p>Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.</p> <p><u>Knowledge:</u> To know that bullying can be physical or verbal. To know that bullying is repeated, not</p>	<p>Exploring physical and emotional boundaries in friendships.</p> <p><u>Knowledge:</u> To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what</p>	<p>Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship.</p> <p><u>Knowledge:</u> To understand what might lead to someone bullying others. To</p>	<p>Identifying ways to resolve conflict through negotiation and compromise.</p> <p><u>Knowledge:</u> To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation</p>

	that these can be overcome.	and need addressing.	a one off event. To know that violence is never the right way to solve a friendship problem	happens to their body.	know what action a bystander can take when they see bullying.	and compromise.
Respectful relationships	<p>N/A</p> <p>Knowledge: To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</p>	<p>Exploring the conventions of manners in different situations.</p> <p><u>Knowledge:</u> To understand what good manners are. To understand some stereotypes related to jobs</p>	<p>Identifying who I can trust. Exploring the negative impact of stereotyping.</p> <p><u>Knowledge:</u> To know that trust is being able to rely on someone and it is an important part of relationships. To understand that there are similarities and differences between people.</p>	<p>N/A</p> <p><u>Knowledge:</u> To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability.</p>	<p>Exploring and questioning the assumptions we make about people based on how they look.</p> <p><u>Knowledge:</u> To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability</p>	<p>Discussing how and why respect is an important part of relationships . Identifying ways to challenge stereotypes.</p> <p><u>Knowledge:</u> To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes can lead to bullying and discrimination</p>

Change and loss	N/A <u>Knowledge:</u> N/A	Exploring how loss and change can affect us. <u>Knowledge:</u> To know that there are ways we can remember people or events.	N/A <u>Knowledge:</u> N/A	Discussing how to help someone who has experienced a bereavement <u>Knowledge:</u> To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.		Exploring the ; that it is <u>Knowledge:</u> To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies.
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<u>Term 2</u> <u>Health and wellbeing</u>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and prevention	Learning how to wash hands properly. Learning how to	Exploring the effect that food and drink can have on my teeth.	Understanding why it is important to look after my teeth.	Developing independence in looking after my teeth.	Developing independence for protecting myself in the sun.	Discussing ways to prevent illness. Identifying some actions to take if I am

	<p>deal with an allergic reaction.</p> <p><u>Knowledge:</u> To understand we can limit the spread of germs by having good hand hygiene. To know the five S's for sun safety: slip, slop, slap, shade, sunglasses . To know that certain foods and other things can cause allergic reactions in some people</p>	<p><u>Knowledge:</u> To know that food and drinks with lots of sugar are bad for my teeth.</p>	<p><u>Knowledge:</u> To understand ways to prevent tooth decay</p>	<p><u>Knowledge:</u> To know key facts about dental health</p>	<p><u>Knowledge:</u> To understand the risks of sun exposure.</p>	<p>worried about my health or my friends' health.</p> <p><u>Knowledge:</u> To understand that vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness.</p>
<p>Physical health and wellbeing</p>	<p>Exploring positive sleeping habits.</p> <p><u>Knowledge:</u> To know that sleep helps my body to repair itself, to grow and restores my energy.</p>	<p>Exploring some of the benefits of a healthy balanced diet.</p> <p>Suggesting how to improve an unbalanced meal.</p> <p><u>Knowledge:</u> To understand</p>	<p>Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p> <p><u>Knowledge:</u> To know the different food groups and how much of</p>	<p>N/A</p> <p><u>Knowledge:</u> N/A</p>	<p>Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep.</p> <p><u>Knowledge:</u> To know that</p>	<p>Setting achievable goals for a healthy lifestyle.</p> <p><u>Knowledge:</u> To understand that a number of factors contribute to my physical health (diet, exercise,</p>

		the balance of foods we need to keep healthy.	each of them we should have to have a balanced diet.		calories are the unit that we use to measure the amount of energy certain foods give us. To know that what we do before bed can affect our sleep quality.	rest/relaxation, dental health).
Mental wellbeing	<p>Identifying different ways to manage feelings.</p> <p><u>Knowledge:</u> To know that strengths are things we are good at. To know that qualities describe what we are like. To know the words to describe some positive and negative emotions.</p>	<p>Exploring strategies to manage different emotions. Developing empathy. Exploring the need for perseverance and developing a growth mindset.</p> <p><u>Knowledge:</u> To know that we can feel more than one emotion at a time. To know that a growth mindset means being positive about challenges and finding ways to overcome them.</p>	<p>Being able to breakdown a problem into smaller parts to overcome it.</p> <p><u>Knowledge:</u> To understand the importance of belonging. To understand what a problem or barrier is and that these can be overcome</p>	<p>Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others in different situations. Learning to take responsibility for my emotions by knowing that I can control some things but not others. Developing a growth mindset.</p> <p><u>Knowledge:</u> To know that it is normal to experience a range of emotions. To know that mental health refers to our</p>	<p>Taking responsibility for my own feelings.</p> <p><u>Knowledge:</u> N/A.</p>	<p>Developing strategies for being resilient in challenging situations.</p> <p><u>Knowledge:</u> To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). To know the effects technology can have on mental health.</p>

				emotional wellbeing, rather than physical. To understand that mistakes can help us to learn. To know who can help if we are worried about our own or other people's mental health.		
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<u>Term 3</u> <u>Safety</u> <u>and the</u> <u>changing</u> <u>body</u>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Being safe (including online)</p>	<p>N/A</p> <p><u>Knowledge:</u> To know that some types of physical contact are never appropriate.</p>	<p>Discussing the concept of privacy. Exploring ways to stay safe online.</p> <p><u>Knowledge:</u> To know the PANTS rule. To know that I should tell an adult if I see something which makes me uncomfortable online. To understand the difference between secrets and surprises.</p>	<p>Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe.</p> <p><u>Knowledge:</u> To understand that cyberbullying is bullying which takes place online. To know the rules for being safe near roads.</p>	<p>Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online.</p> <p><u>Knowledge:</u> To understand that there are risks to sharing things online. To know the difference between private and public.</p>	<p>Developing an understanding of how to ensure relationships online are safe.</p> <p><u>Knowledge:</u> To know the steps to take before sending a message online (using the THINK mnemonic). To know some of the possible risks online.</p>	<p>Exploring online relationships including dealing with problems.</p> <p><u>Knowledge:</u> To understand that online relationships should be treated in the same way as face to face relationships. To know where to get help with online problems.</p>
<p>Drugs, alcohol and tobacco</p>	<p>Learning what is and is not safe to put in or on our bodies.</p> <p><u>Knowledge:</u> To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p>	<p>Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.</p> <p><u>Knowledge:</u> To know that medicine can help us when we are ill. To understand that we should only take medicines when a trusted adult</p>	<p>Exploring that people and things can influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make</p> <p><u>Knowledge:</u> To understand that other people can</p>	<p>Discussing the benefits of being a non-smoker.</p> <p><u>Knowledge:</u> To understand the risks associated with smoking tobacco.</p>	<p>Learning to make 'for' and 'against' arguments to help with decision making.</p> <p><u>Knowledge:</u> To know some strategies I can use to overcome pressure from others and make my own decisions.</p>	<p>Discussing the reasons why adults may or may not drink alcohol.</p> <p><u>Knowledge:</u> To understand the risks associated with drinking alcohol.</p>

		says we can.	influence our choices.			
The changing adolescent body	N/A <u>Knowledge:</u> N/A	N/A <u>Knowledge:</u> o know the names of parts of my body including private parts.	N/A <u>Knowledge:</u> N/A	Discussing some physical and emotional changes during puberty. <u>Knowledge:</u> To understand the physical changes to both male and female bodies as people grow from children to adults.	Identifying reliable sources of help with puberty. <u>Knowledge:</u> To understand the process of the menstrual cycle. To know the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different ages for different people.	Discussing problems which might be encountered during puberty and using knowledge to help <u>Knowledge:</u> To understand how a baby is conceived and develops.
Basic first aid	Practising making an emergency phone call. <u>Knowledge:</u> To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police,	N/A <u>Knowledge:</u> N/A	Learning what to do in a medical emergency, including calling the emergency services. <u>Knowledge:</u> To know that it is important to maintain the safety of myself and others, before giving first aid.	N/A <u>Knowledge:</u> N/A	Learning about how to help someone who is bleeding <u>Knowledge:</u> To know how to assess a casualty's condition.	Placing an unresponsive patient into the recovery position. <u>Knowledge:</u> To know how to conduct a primary survey (using DRABC)

fire service and the ambulance service.						
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Term 4 Citizenship	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Recognising why rules are necessary. Exploring the differences between people.</p> <p><u>Knowledge:</u> To know the rules in school. To understand that people are all different.</p>	<p>Explaining why rules are in place. Learning how to discuss issues of concern to me.</p> <p><u>Knowledge:</u> To know some of the different places where rules apply. To know that some rules are made to be followed by everyone and are known as 'laws'. To understand that everyone has similarities and differences.</p>	<p>Exploring how children's rights help them and other children. Considering the responsibilities that adults and children have to maintain children's rights.</p> <p><u>Knowledge:</u> To understand the UN Convention on the Rights of the Child. To know that the local council is responsible for looking after the local area. To know that elections are held where adults can vote for local councillors. To understand the role of charities in the community.</p>	<p>Discussing how we can help to protect human rights. Identifying the benefits different groups bring to the local community . Discussing the positives diversity brings to a community .</p> <p><u>Knowledge:</u> To know that human rights are specific rights that apply to all people. To know some of the people who protect our human rights such as police, judges and politicians. To know</p>	<p>Developing an understanding of how parliament and Government work</p> <p><u>Knowledge:</u> To know what happens when someone breaks the law. To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p>	<p>Discussing how education and other human rights protect us. Discussing how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination . Identifying appropriate ways to share views and ideas with others.</p> <p><u>Knowledge:</u> To know that education is an important human right. To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. To know that</p>

				that there are a number of groups which make up the local community .		prejudice is making assumptions about someone based on certain information. To know that discrimination is treating someone differently because of certain factors.
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<u>Term 5</u> <u>Economic wellbeing</u>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Non statutory	<p>Discussing what to do if we find money. Exploring choices people make about money.</p> <p><u>Knowledge:</u> To know that coins and notes have different values. To know some of the ways children may receive money. To know that it is wrong to steal</p>	<p>Identifying whether something is a want or need. Recognising that people make choices about how to spend money</p> <p><u>Knowledge:</u> To know some of the ways in which adults get money. To know the difference between a 'want' and 'need'. To know some</p>	<p>Considering the advantages and disadvantages of different payment methods.</p> <p><u>Knowledge:</u> To understand that there are different ways to pay for things. To understand that there are a range of jobs available. To understand that some stereotypes can exist around jobs but these</p>	<p>Identifying negative and positive influences that can affect our career choices.</p> <p><u>Knowledge:</u> To understand the importance of tracking money. Exploring ways to overcome stereotypes in the workplace.</p>	<p>Discussing risks associated with money.</p> <p><u>Knowledge:</u> To know some ways that people lose money.</p>	<p>Identifying jobs which might be suitable for them.</p> <p><u>Knowledge:</u> N/A</p>

	money.	of the features to look at when selecting a bank account.	should not affect people's choices.			
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Identity	YEAR 6 ONLY
	<p>Exploring how the media might influence our identity.</p> <p><u>Knowledge:</u></p> <p>To know that identity is the way we see ourselves and also how other people see us</p>

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	

TO BE COMPLETED BY PARENTS

Reason for withdrawing from sex education within relationships and sex education

Any other information you would like the school to consider

Parent signature

TO BE COMPLETED BY THE SCHOOL

Agreed actions
from discussion
with parents