

School consultation taken place concerning the implementation of the 2020 guidance in RSHE

	Parents/ carers	Staff	School governors
Date	24.02.20 – Year 2 26.02.20 – Year 1 28.02.20 – Year 3 02.03.20 – Year 4 04.03.20 – Year 6 11.03.20 – Year 5 16.03.20 EYFS	Ben Levinson Kayleigh Cowx Helen Harris Tajana Ujevic Kerry Blacklock Jaffar Raza Moji Omole	Saeema Qureshi
What we did	Each cohort of parents/carers viewed the RSHE overview from Y1 – Y6 and the specific curricular with some potential resources for their child’s current year group. Parents/carers discussed the content in small groups with a member of the leadership team.		

Policy statement - Aims and objectives of RSHE

It is the intention of Kensington Primary School to teach high quality, age appropriate, pupil-sensitive, evidence-based RSHE, which demonstrates a respect for the law and all communities that call Newham home. It is expected that RSHE in Kensington Primary School will help pupils to learn about themselves and the world they live in, giving them the skills, understanding and information they need for life. This will help them to stay safe and to flourish, not just in childhood, but into adulthood and for the rest of their lives. This is why RSHE is such an important part of the curriculum.

Statutory content: RHE

By law primary schools are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding. Here at Kensington Primary School we acknowledge that parents/carers are a child’s first and most effective teacher and so will ensure that we have annual meetings with parents or carers to present our RSHE curriculum as well as hear from parents/carers about any concerns or questions they have. We are clear that our aim is to educate pupils about these important subjects alongside parents and carers.

National Curriculum Science

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age, including puberty, and sexual and asexual reproduction in mammals and plants.

Academies are not compelled to teach science as it appears in the national curriculum, however, they are expected to only use alternatives where it can be demonstrated that the alternatives enable schools to provide a science curriculum of an even higher standard than that offered by the national curriculum.

(See appendices for full list of content)

There continues to be no right to withdraw from National Curriculum science.

Non-statutory RSHE

Sex Education that goes beyond National Curriculum science

The Government and local advisors strongly recommend and Kensington Primary School have decided, after consultation with parents/carers, to teach Sex Education beyond that taught within the science curriculum. The school will be teaching about 'how a baby is conceived and is born' in year 6 following on from the national science curriculum, which teaches about sexual reproduction in mammals in year 5. Sex education at Kensington Primary School will be taught by trained staff in an age appropriate and sensitive way and we believe will help to ready children for their move to secondary school.

The right of parents/carers to withdraw their children from non-statutory RSHE

Parents/carers have a right to withdraw their children from non-statutory RSHE, i.e. 'how a human baby is conceived and is born', following a meeting with a member of the Senior Leadership Team (SLT) to discuss their views. The school will document this process.

Health Education (Physical Health and Mental Wellbeing)

The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils' will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources.

Puberty, including menstruation, will be covered in Health Science Education and should, as far as possible, be addressed before children begin puberty.

Health Education sits within our Science curricular. See appendices for further details.

There is no right to withdraw from Health Education.

Relationships Education

The focus in primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults. Lessons will be evidence based, age and culturally appropriate, based in the law and sensitive to the needs of pupils.

Relationships Education sits within our Emotional Health curricular. See appendices for further details.

There is no right to withdraw from Relationships Education

Safeguarding

Safeguarding is an important aspect of all of the lessons taught as part of RSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSHE and any disclosures or issues arising as part of RSHE, will be dealt with in line with our safeguarding policy.

Equality

- The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics)
- The delivery of the content of RSHE will be made accessible to all pupils, including those with SEND.
- Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our relationships education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help, to keep Kensington Primary School a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

Understanding learning

To ensure that the teaching and learning in RSHE in our school is of the highest standard, class teachers will receive training from our RSHE curriculum leader, Moji Omole; and our three phase Assistant Head Teachers will support teachers with the planning and delivery of the content.

The school will assess pupils' learning and progress through our Emotional Health and Science assessment system.

Resources

The school will draw from a number of educational resources, including images from The Christopher Winter Project, NSPCC Pants and <https://www.thinkuknow.co.uk>

It is the role of the RSHE subject leader to ensure that resources are appropriate and up to date for the school's use in teaching RSHE

RSHE curriculum lead teacher

Any queries about this policy should be addressed to Moji Omole at info@kensington.tttlt.academy

Developed from materials shared with Jo Sell from Tower Hamlets LA and used with permission

Approved by: Newham LA; Newham SACRE, NAPNH and NASH

Appendix 1

Information about how and why RSHE will be taught at Kensington Primary School

Why are we teaching RSHE?

- Because it is the right thing to do.
Our children are growing up in an increasingly complex world with new opportunities, but also new challenges. We as a school want our pupils to flourish in the world they find themselves and to work hard throughout all curriculum areas to give our pupils the skills and knowledge they need to do that. RSHE teaching is an important part of equipping our pupils for life in 21st century Britain, enabling them to embrace diversity, make the most of technology; understand the importance of, and develop the skills which lead to them being able to sustain healthy and strong relationships.
- Relationships and health education is a statutory requirement for all primary schools in England. The government, Ofsted and local advisors recommend that sex education (how a baby is conceived and born) is also taught in primary school.
- At Kensington Primary School we have decided to teach sex education, 'how babies are conceived and born' because young people tell us that the school is a trusted place where they would like to learn RSHE. (Sell 2019). In addition, a recent consultation of secondary school students in Newham has seen 63% of year 10s say that they think that pupils should learn how a baby is made and born at primary school age. We believe that by teaching this topic here, it will help to equip our pupils for the transition to secondary school where they may learn about sex from less reliable sources such as friends or older children in the playground. The decision to teach sex education was taken following consultation with parents/carers and governors.

The teaching of RSHE at Kensington Primary School is informed by the law, national RSHE guidance and the national curriculum set out by the DfE as well as, the school ethos and policies already developed. Below is a list of some of the documents that have been taken into consideration when preparing this policy.

- Statutory Guidance on RSHE 2019
Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- Equality Act 2010 and The Public Sector Equality Duty 2014
- School ethos and educational aims.

The teaching of RSHE in Kensington Primary School is delivered within and influenced by all relating school policies

- Relationships and Regulation policy
- Anti-bullying policy
- Equality policy or statement
- Safeguarding policy

How will we ensure lessons are taught sensitively?

- Staff training
- Use of anonymous question boxes
- age appropriate content

When will RSHE will be taught?

- The framework will be taught throughout the year within our Emotional Health and Science curricular.
- The reproduction of mammals within Year 5 and the reproduction of humans within Y6 will be taught within our Science unit: Animals, including humans during Summer 1.

How will we ensure communication with parents/carers?

- Kensington Primary School works in partnership with parents/carers and we want to communicate what is going on in RSHE. Our aim is to share each year group's curricular every September during "Meet the Teacher" meetings to ensure our parents/carers are aware of the RSHE content which will be covered in the upcoming year
- Before delivering what we believe to be more sensitive content we will invite parents/carers to another session to share resources and support parents/carers to discuss some of these topics at home if they wish
- Whenever sex education (how a baby is made and born), outside of the national curriculum for science, is being taught, a letter will be sent home ahead of the lesson so that parents/carers are aware of what is being taught and in which week. Our intention is to make these lessons as sensitive to the background of all our pupils as possible and our hope is that they will all remain in the lesson so that they learn facts from a teacher rather than second-hand in the playground. However, the school respects the right of parents/carers to remove their children from sex education if they wish. Parents/carers who wish to remove their children from sex education need to inform the school in writing. Following a meeting with someone from the SLT to discuss concerns, alternative provision can be made for the child. This process will be documented.

Who will be teaching RSHE?

- Class teachers

What training will staff be given?

- Ongoing training will take place for all teachers delivering RSHE
- What materials will be used to deliver RSHE?
 - In Kensington Primary School we have chosen to use a variety of materials to deliver RSHE, from whichever source we think is best suited to our pupils. We do however use images from The Christopher Winter Project

Scheme of work

Attached to this policy is a long-term plan or general scheme of work.

It is the aim of Kensington Primary School to provide all our pupils with high quality, pupils sensitive, evidence based and age and developmentally appropriate RSHE that is sensitive to our pupils background and needs. If there are any questions about what we teach and why then please contact your child's Assistant Head Teacher or Kayleigh Cowx.

Approved by: Newham LA; Newham SACRE, NAPNH and NASH

Appendix 2 : Kensington Primary School's Emotional Health Overview

<u>Myself</u>			
	<u>My Emotions</u>	<u>My Rights</u>	<u>My Learning</u>
EYFS	<p>Can I say how I feel?</p> <p>Do I know my likes and dislikes?</p> <p>Can I identify my emotions?</p> <p>Do I know that my emotions are a part of me?</p> <p>Can I manage my emotions?</p> <p>Do I know what I am good at?</p> <p>What happens if I lose a toy?</p> <p>How can I deal with not finding a toy?</p> <p>Can I tolerate a delay in meeting my needs?</p> <p>I can talk about how others and I show feelings.</p> <p>I can talk about my own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>I can work as part of a group or class, understand and follow the rules.</p> <p>I can adjust my behaviour to different situations, and take changes of routine in my stride.</p>	<p>What makes me feel safe?</p> <p>Where do I feel safe?</p> <p>Whom do I ask for help if I don't feel safe?</p> <p>Who makes me feel loved?</p> <p>How do my carers show me love?</p> <p>How should we treat each other?</p>	<p>Can I follow instructions?</p> <p>Can I play with my friend?</p> <p>What is good behaviour?</p> <p>How do I show good listening?</p> <p>What is my best piece of work?</p> <p>Can I wait for a better reward? – Metacognitive knowledge to succeed in delay of gratification</p> <p>Can I complete some task independently?</p> <p>Can I concentrate for 5 minutes unsupervised?</p> <p>I am confident to try new activities, and say why I like some activities more than others.</p> <p>I am confident to speak in a familiar group, will talk about my ideas, and will choose the resources I need for my chosen activities.</p> <p>I can say when I do or don't need help.</p> <p>I can follow instructions involving several ideas or actions.</p> <p>I can answer 'how' and 'why' questions about my experiences and in response to stories or events.</p>

Year 1	<p>Can I explain how I feel using words and pictures?</p> <p>Can I explain how others feel using words and pictures?</p> <p>How can I make myself feel calm?</p> <p>What are my fears?</p> <p>How can I overcome my fears?</p> <p>Can I describe my likes or dislikes?</p> <p>What are my strengths?</p> <p>What emotions do I feel when I am kind or unkind?</p> <p>How do I feel when someone is kind or unkind to me?</p>	<p>What are my basic rights as a child? Food, shelter, love, education, safety</p> <p>Which people make sure I am looked after?</p> <p>Whom can I speak to if I am not looked after?</p> <p>Who are my school leaders?</p> <p>Why do we have leaders?</p> <p>How can I voice my idea?</p> <p>Why do we have rules?</p> <p>Which rules are important at school?</p>	<p>What helps me learn?</p> <p>How can I share my ideas with the teacher?</p> <p>What should I do if my work is tricky?</p> <p>When should I ask for help?</p> <p>What work am I proud of?</p> <p>What happens if I get work wrong?</p> <p>Can I concentrate for longer than 5 minutes unsupervised?</p>
Year 2	<p>How do my emotions make me feel?</p> <p>Which part of my body can I feel the emotion?</p> <p>Can I recognise how others might be feeling?</p> <p>Do I know how to keep calm?</p> <p>Can I explain why I like and dislike something?</p> <p>Can I name and describe my strengths?</p> <p>Why do I sometimes feel sad or angry?</p> <p>Is it ok to feel sad or angry?</p>	<p>How should I be treated by others, including adults?</p> <p>How should I treat others?</p> <p>Whom can I talk to if I think I'm not being treated fairly?</p> <p>Why is it important to give my opinion?</p> <p>Why do we vote?</p> <p>Can we always vote to make decisions?</p> <p>Why do we vote for house captains and</p>	<p>What is good learning?</p> <p>How can I help a partner?</p> <p>How can I share my ideas with a friend?</p> <p>What stops me from learning?</p> <p>What can I do if I find my learning tricky?</p> <p>What is problem solving?</p> <p>How can I work with a partner?</p> <p>What is a mistake?</p>

	<p>How can I make myself feel happier?</p> <p>How do my emotions change after physical activity?</p> <p>How do my relationships make me feel?</p>	<p>school councillors?</p> <p>How can school councillors and house captains help me?</p> <p>How do rules keep us safe?</p> <p>What happens if we break rules?</p>	<p>Is it ok to make a mistake?</p>
Year 3	<p>What activities make me feel good about myself?</p> <p>How is food connected to my emotions?</p> <p>Am I comfortable with feeling different emotions?</p> <p>How do my emotions change throughout the day?</p> <p>What are the causes of my emotions?</p> <p>Can I recognise when I need to use strategies to manage my emotions?</p> <p>What are strong emotions?</p> <p>How do strong emotions affect my behaviour?</p> <p>In what situations do I get strong emotions?</p> <p>How are my emotions linked to my relationships?</p> <p>Where can I feel my emotions when someone</p>	<p>Who does my body belong to?</p> <p>What are my rights within my accommodation?</p> <p>Whom can I talk to if I am concerned about my accommodation?</p> <p>What is a citizen?</p> <p>Are all citizens entitled to the same rights in the UK?</p> <p>How should we vote fairly for house captains and school councillors?</p> <p>What is their role?</p> <p>Who makes rules?</p> <p>Why do we follow rules in school?</p> <p>Why do rules have consequences?</p> <p>Should my carers follow rules?</p>	<p>What are powerful learning words?</p> <p>What is helpful/ unhelpful talk?</p> <p>How can I share my learning with a group?</p> <p>What helps me to concentrate?</p> <p>What helps you learn at your best?</p> <p>Do we learn more by getting things wrong or right?</p> <p>What stops you from making progress?</p> <p>How does learning make you feel?</p> <p>How can I work effectively in a team?</p> <p>What happens when I make a mistake?</p> <p>How does solving a problem make you feel?</p> <p>What does successful learning look like?</p> <p>What should I do if my learning is too easy?</p>

	is kind or unkind to me?		
Year 4	<p>Can I understand more complex emotions in myself and in my body?</p> <p>Can I differentiate between emotions that feel positive or difficult?</p> <p>What is mental wellbeing?</p> <p>How is my mental wellbeing linked to my emotions?</p> <p>Can I recognise strengths in others?</p> <p>What are my goals for the future?</p> <p>How can I work on areas I am less confident in?</p> <p>What does pressure mean?</p> <p>What makes me feel stressed?</p> <p>How do stressful situations make me feel?</p> <p>How are my emotions linked to my learning?</p> <p>How can physical activity help me to manage stress?</p>	<p>Who should meet my basic rights?</p> <p>Is it ok for an adult in school to treat me differently?</p> <p>How are basic rights the same across the world?</p> <p>Who leads the country?</p> <p>How does the country decide who leads?</p> <p>What happens at parliament?</p>	<p>How do positive thoughts affect your brain?</p> <p>Who is responsible for your learning?</p> <p>What things do you share responsibility for with others?</p> <p>How does your health impact your learning?</p> <p>How can I refocus if I am feeling fatigued?</p> <p>What will make me an independent learner?</p> <p>How do I ensure everyone gets a role within team work?</p> <p>Why is problem solving important?</p> <p>What tools can I use to solve a problem?</p> <p>How can I improve my learning?</p> <p>What is the difference between learning that is a bit tricky and too difficult?</p> <p>What questions should I ask whilst learning?</p> <p>How will reflecting on my learning help me to have success in the future?</p>
Year 5	How does stress impact me and others?	Is being heard my right?	What is my comfort zone, challenge zone and danger

	<p>How has the emotional experience made me feel?</p> <p>What is happening inside my body when I experience different emotions?</p> <p>How is my mental wellbeing linked to my learning?</p> <p>What are my strengths and positive characteristics?</p> <p>Will I always be the best at everything?</p> <p>What is mental health?</p> <p>How does mental health impact my learning?</p> <p>How does my hygiene impact my emotional health?</p> <p>What are my differing abilities?</p>	<p>Are all countries able to meet the basic rights of their citizens?</p> <p>What is violence?</p> <p>What do I if I witness violence?</p> <p>How does the law keep us safe?</p> <p>What are the consequences of breaking the law?</p> <p>Is the law different for adults and children?</p> <p>How are decisions made by parliament?</p> <p>What is a stereotype?</p> <p>How can stereotypes be unfair, destructive or negative?</p> <p>Who does my body belong to?</p>	<p>zone within learning?</p> <p>What is metacognition?</p> <p>How can an awareness of my cognition improve my learning?</p> <p>How does problem solving improve my learning?</p> <p>How do I feel within the different zones?</p> <p>What does success feel like?</p> <p>How does teamwork impact upon my learning?</p> <p>What motivates my learning?</p> <p>How can I take an active role in group work?</p> <p>What are my learning tools?</p> <p>Why is effort important?</p>
Year 6	<p>What is mental ill health?</p> <p>What can I do to improve my mental health?</p> <p>Who can I speak to if I am concerned about my mental health?</p> <p>What is anxiety?</p> <p>What causes anxiety?</p>	<p>What are my rights as a child?</p> <p>Can I always trust people in positions of authority?</p> <p>Whom can I ask for help if I do not trust someone in a position of authority?</p> <p>Will my rights change as I get older?</p> <p>Is every country run the same?</p>	<p>What is happening in my body when I am learning?</p> <p>How does my health enhance or support this?</p> <p>What helps me to learn?</p> <p>Are you challenging yourself? How do you know?</p> <p>Why is emotional resilience important?</p> <p>Can I recall a time when I had to persevere?</p>

<p>Is anxiety 'normal'?</p> <p>How can I overcome my anxieties?</p> <p>What are self-regulation tools?</p> <p>Why are self-regulation tools important?</p> <p>Can I use my self-regulations tools?</p> <p>How can mental health conditions affect me?</p> <p>How can mental health conditions affect others?</p> <p>How can we support others with mental health conditions?</p> <p>How are my physical and mental health connected?</p> <p>Have I regretted an action in the past?</p> <p>How do the media portray beauty?</p> <p>What does positive body image mean to me?</p> <p>What are my goals, wishes and dreams for the future?</p> <p>How will I achieve these?</p>	<p>What is the difference between a democracy and a dictatorship?</p> <p>Is everyone entitled to vote?</p> <p>How has the government made an impact upon today's society?</p>	<p>How do my emotions change whilst solving problems?</p> <p>How do I develop my cognitive thinking skills?</p> <p>What can I learn from my mistakes?</p> <p>Why do we test learning?</p> <p>How do I stay calm and relaxed in test situations?</p>
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My Surroundings

	<u>My Relationships</u>	<u>My Safety</u>
EYF S	<p>What is a family?</p> <p>Who is my family?</p> <p>What is a friend?</p> <p>Who are my friends?</p> <p>Who cares for me? Why is this important?</p> <p>How do my friends and family make me feel?</p>	<p>What is a stranger?</p> <p>What should I do if I get lost?</p> <p>Whom should I speak to if I don't feel safe?</p> <p>How can I keep myself safe at school?</p>

	<p>How can I be a good friend?</p> <p>How can I help my carers?</p> <p>Whom can I ask for help?</p> <p>Can I leave a situation when angry? (Prompted by an adult)</p> <p>How can I share with others?</p> <p>Can I take it in turns?</p> <p>Can I begin to solve problems with my friends?</p> <p>What should I do if my friends say no?</p> <p>Can I cooperate with my friends fairly?</p> <p>Can I engage in cooperative play?</p> <p>I can play cooperatively, and take turns with others.</p> <p>I can take account of one another's ideas about how to organise an activity.</p> <p>I can show sensitivity to others' needs and feelings</p> <p>I can form positive relationships with adults and other children.</p>	
<p>Year 1</p>	<p>What is a relationship?</p> <p>What different relationships do I have?</p> <p>Why are families important?</p>	<p>What should I do if I get lost?</p> <p>Where do I live?</p> <p>Who are my safe adults?</p>

	<p>How are families different?</p> <p>Do all families look the same?</p> <p>How might relationships/family change?</p> <p>Will I have the same friends forever?</p> <p>How can I show respect in different relationships?</p> <p>How can I be a good friend?</p> <p>How can I make friends?</p> <p>How do I feel if someone is unkind to me?</p> <p>Who can I ask for help with my friendships?</p> <p>How can I show respect through using my manners?</p>	<p>Whom should I speak to if I don't feel safe?</p> <p>What is consent?</p> <p>Why are my private parts private?</p> <p>How do I keep safe on the road?</p> <p>What are the emergency services?</p> <p>What is the role of a police officer, fireman and paramedic?</p> <p>How can I keep myself safe at home?</p> <p>Visit to a fire station</p>
<p>Year 2</p>	<p>What is a healthy relationship?</p> <p>Why is it important to spend time with my family?</p> <p>What are the relationships between my family members?</p> <p>Do all families look the same?</p> <p>What are the characteristics of a good friend?</p> <p>How do I know if a relationship is making me feel unhappy or unsafe?</p> <p>Whom can I ask for help if a relationship is making me feel unhappy or unsafe?</p>	<p>What should I do when an adult I don't know approaches me?</p> <p>Who is it safe to play with?</p> <p>Whom should I speak to if I don't feel safe?</p> <p>How do I keep safe in the sun?</p> <p>How do I keep myself safe at the seaside?</p> <p>What should I do in the event of a fire or medical emergency?</p> <p>Visit from a paramedic</p> <p>What information, including online, should I share with others?</p>

	<p>How can I show appropriate affection in different relationships?</p> <p>How might I feel if relationships/family change?</p> <p>How can I resolve problems within my relationships?</p> <p>How can I use my manners to show courtesy?</p> <p>What behaviour constitutes bullying?</p> <p>How can I ask for help with bullying?</p> <p>How might bullying make me feel?</p> <p>How should I behave at home?</p>	<p>What is the internet?</p> <p>When should I access the internet?</p> <p>Who can I speak to if I am worried about the internet?</p> <p>Who are my private parts for? (myself)</p> <p>Why is consent important?</p> <p>What is a secret?</p>
<p>Year 3</p>	<p>What is a family? (love, stability, security)</p> <p>Who is my extended family?</p> <p>What is a healthy family life?</p> <p>Do all families live together?</p> <p>Are all parents/carers married?</p> <p>What do all families have in common?</p> <p>What is trust?</p> <p>How can I make others feel welcome?</p> <p>How can I manage my emotions if my relationship/family changes?</p>	<p>Which adults can I trust?</p> <p>How do I know if I can trust an adult?</p> <p>Why do adults sometimes make decisions I don't like?</p> <p>How do I keep myself safe in a public place such as a park?</p> <p>Whom should I speak to if I don't feel safe?</p> <p>How do I keep safe on the road?</p> <p>When is it appropriate to call the police? Visit from a police officer</p> <p>What is Childline?</p> <p>How can child line help me if I feel unsafe?</p> <p>Why is the internet important?</p>

	<p>How do my friendships make me feel?</p> <p>What strategies can I use to improve my relationships?</p> <p>How do my actions affect my relationships?</p> <p>What is fair and unfair in relationships?</p> <p>Is it ok to argue with my siblings?</p> <p>Is it ok to tell lies?</p> <p>What is the difference between physical and verbal bullying?</p> <p>How can bullying and teasing affect others?</p> <p>What can I do if someone is being bullied?</p> <p>How should I behave with visitors?</p> <p>How can I show respect to different adults?</p> <p>What is loneliness?</p> <p>What can I do to help if I feel lonely?</p>	<p>How can I use the internet safely?</p> <p>How do I show consent within a relationship?</p> <p>What is the difference between a secret and a surprise?</p> <p>What does consent look like online?</p> <p>What is cyber bullying?</p> <p>Whom can I contact if I am concerned about cyber bullying?</p> <p>How can cyberbullying affect someone's health?</p>
<p>Year 4</p>	<p>How do families support us?</p> <p>What is respect?</p> <p>What does respect look like within different relationships?</p> <p>Is it ok for my friends to make different choices?</p>	<p>What should I do if I get lost on public transport?</p> <p>Can I always trust other children?</p> <p>Whom should I speak to if I don't feel safe?</p> <p>How do I keep safe in the sun?</p> <p>What is a lifeboat?</p>

	<p>What does it mean to respect yourself?</p> <p>Why is self-respect important?</p> <p>How does self-respect make me feel?</p> <p>Who can I get support from if someone is being disrespectful to me?</p> <p>What is peer pressure?</p> <p>How can I resist peer pressure?</p> <p>Why is consent important within my relationships?</p> <p>What is cyber-bullying?</p> <p>How can bullying affect someone's future?</p> <p>Do I have to be friends with everyone?</p> <p>How can I manage conflict within my relationships?</p> <p>Who can I ask for support with my friendships?</p> <p>How can I avoid conflict with my siblings?</p> <p>Why is it important to show respect to people in positions of authority?</p> <p>How should I behave on a school visit?</p>	<p>How do I keep myself safe around water?</p> <p>What are the dangers of electrics?</p> <p>What should I do in the event of a fire?</p> <p>Visit from the fire services</p> <p>What is physical abuse?</p> <p>Whom can I speak to if I am concerned about abuse?</p> <p>Are online gaming and YouTube always safe?</p> <p>Why are there age restrictions?</p> <p>How are online relationships different to face-to-face relationships?</p> <p>How can I be respectful whilst online?</p> <p>How do online relationships make me feel?</p> <p>What information about myself should I share with my friends?</p>
<p>Year</p>	<p>What are the characteristics of a healthy family?</p> <p>What is important in a family?</p> <p>How do I know who to trust?</p>	<p>How should I respond to strangers? -Metropolitan Police workshops - Stranger Danger – Tate and Lyle</p> <p>What is radicalisation? Whom can I speak to if I am concerned about radicalisation? PREVENT workshops</p>

<p>5</p>	<p>When is it ok to keep a secret?</p> <p>Do I need to have the same beliefs as my friends? (religious, dietary, etc)</p> <p>What is tolerance?</p> <p>Are friendships important?</p> <p>How can I seek support if I feel isolated?</p> <p>What are the boundaries within my friendships?</p> <p>How does my consent affect my relationships?</p> <p>How do others feel when they are excluded?</p> <p>Who can I ask for help if I am excluded?</p> <p>What is emotional bullying?</p> <p>What are the impacts of emotional bullying?</p> <p>What is the responsibility of a bystander during bullying?</p> <p>What is mutual respect?</p> <p>Why do relationships sometimes break down?</p> <p>Do men and women have to marry?</p> <p>Why do some married couples separate or get divorced?</p> <p>What are the positive and negative impacts or separation?</p>	<p>What is a gang? Whom can I speak to if I am concerned about radicalisation? Metropolitan Police</p> <p>Whom should I speak to if I don't feel safe?</p> <p>How do I keep safe on my bike or scooter? Bikeability</p> <p>What is emotional abuse and neglect? Whom can I speak to if I am concerned about abuse? What information should I share on the internet? https://www.thinkuknow.co.uk/professionals/resources/jigsaw/jigsaw/</p> <p>How do I know how to trust online?</p> <p>How can I report concerns about whom I am talking to online?</p> <p>What is 'the cloud'?</p> <p>What happens to an image or piece of information once I've sent it to someone?</p> <p>How can I manage my emotions whilst online?</p> <p>Is all the information on the internet factual?</p>
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	How should I behave on public transport?	
Year 6	<p>What is the definition of a family?</p> <p>How can I show tolerance and respect within my relationships?</p> <p>How should I behave in different settings?</p> <p>What is grooming?</p> <p>Whom can I speak to if I am concerned about grooming?</p> <p>Is there a difference between being a friend and being friendly?</p> <p>Can you buy love and friendship?</p> <p>What is appropriate touch within different relationships?</p> <p>Why is permission seeking within relationships important?</p> <p>How can negotiation and compromise support a healthy relationship?</p> <p>What does it mean to make a positive sacrifice within a relationship?</p> <p>How can I judge who to trust and not trust?</p> <p>How do healthy emotions change throughout the day?</p> <p>What is love?</p>	<p>How can I keep myself safe on public transport? TFL</p> <p>What is radicalisation? Whom can I speak to if I am concerned about radicalisation? PREVENT workshops</p> <p>What is a gang? Whom can I speak to if I am concerned about radicalisation? Metropolitan Police</p> <p>What is knife crime?</p> <p>How can I keep myself safe on the street? https://www.knifefree.co.uk/</p> <p>Whom should I speak to if I don't feel safe?</p> <p>How do I keep safe on my bike or scooter? Bikeability</p> <p>How can I recognise different types of abuse?</p> <p>How can I speak if I am concerned about abuse?</p> <p>Who can I trust on the internet?</p> <p>How can I keep myself safe on social media?</p> <p>What are the risks of building relationships online?</p> <p>Is the data I send secure?</p> <p>Can I retrieve an image or piece of information once it has been sent?</p>

	<p>What different types of love will I experience?</p> <p>What are the British laws regarding marriage?</p> <p>What is the cultural difference within marriage?</p> <p>How do cultural differences compare to religious differences within marriage?</p>	
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My Belonging

My Belonging		
	<u>My Community</u>	<u>My Place in Society</u>
Nursery	My family. Who do I live with? Who keeps me safe?	How do we look after something/someone we love?
Reception	What are our cultural backgrounds?	How do we care for living things? Humans/Plants/Animals
Y1	Where do I belong? Can I belong to more than one place?	Who can I help in my family or local community and how?
Y2	Which languages do I speak or understand? Do I belong to a particular faith group or community?	How can we improve our school environment? Who or what can help us with this?
Y3	What are my core values/beliefs? How does this affect my choices?	Who in our local community needs help and support and why? Which local charities support people in need? What people do you know that have made a difference to improving the lives of others?
Y4	What are the differences between people's ethnicity, culture, age, religious beliefs, gender? What are the similarities?	What is a global disaster? What types of disasters have taken place globally? How have they affected people/communities/societies physically and emotionally? How can we support those affected?
Y5	What is prejudice and how does it create divisions between people and societies/communities?	What are the inequalities within our local community/area? How can we close the gap? How can we actively make a difference?

Y6	What are stereotypes? How does discrimination affect people of different ethnic/cultural backgrounds, abilities, disabilities, gender and age?	What does it mean to volunteer? How can we make a difference globally? How can we help others financially (fundraising and donation)?
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Science Overview

	Autumn 1 Health	Autumn 2 Health	Spring 1 Physical Science	Spring 2 Plants and Food	Summer 1 Animals and Habitats	Summer 2 Plants and Food
EY FS	To know how to manage my own basic hygiene when going to the toilet. To know why we wash and drying hands.	To know how my body will change as I grow. To know the importance of good health of physical exercise.	To notice similarities and differences between materials. To identify objects that float and sink. To explore light and dark To visit a park and explore the habitats		To make observations of plants	To know that some plants grow food To recognise and categorise different animals within the local area and on a park To visit a park
Y1	To name external body parts and their functions. To know that underneath our underwear we have private parts. To understand why I need to clean my teeth. To understand why I need to wash my body. To recognise that my body feels different during and after exercise. To know the importance of eating	To identify hazards around me. To know how to get help if someone is hurt. To know why we sometimes take medicine To know that we sometimes visit doctors and hospitals when unwell or hurt. To know that I should ask a grown up before eating unknown foods To observe changes in plants over the year	To explore and identify the properties of their materials and their uses. To group materials into recyclable and non-recyclable. To explore light and dark To research a scientist.	To care for an indoor plant (sustainability, creating pots in DT) To explore where food comes from (link to healthy eating) To visit a butcher or grocers To observe changes in plants over the year	To visit a farm To recognise and categorise different animals within the local area and on a farm. To explore diets of familiar animals. To know that some animals eat meat and others do not.	To observe changes in plants over the year To name basic parts of a plant. (ART) To grow a plant. (sustainability) To know that some plants grow inside and outside environments.

	fruit and vegetables. (FT – Fruit salads)					
Y2	<p>To know that I've changed since birth. To know that I will continue to change. To identify changes between female and male animal bodies including humans. To identify what animals, including humans, need to survive (FT) To describe the changes during and after exercise. (PE) To know that looking after my body is important. To know how to keep myself safe whilst in the sun. (repeat in summer)</p>	<p>To explore how germs spread when I don't wash my hands To know the benefits of good oral hygiene and dental flossing. To know how to call emergency services To know how and when to use the recovery position. To know asthma pumps are type of medication To identify some hazardous substances. To compare plants in the local area during different seasons (To visit a park)</p>	<p>To explore simple electrical circuits To understand how electricity is created To link keeping safe (health) to electricity To research a scientist.</p>	<p>To care for an outdoor plant. To identify the basic needs of a plant. To know that some food grows in the ground, off a tree or a vine. To compare plants in the local area during different seasons (To visit a park)</p>	<p>To name and categorise animals that live in a local garden or pond. To visit a pond. To create a habitat for a minibeast. To notice that animals, including humans, have offspring To know that some animals use their nipples to feed their young. To know how to keep myself safe whilst in the sun.</p>	<p>To grow a fruit or vegetable. (Sustainability) To know how crops are harvested To compare plants in the local area during different seasons (To visit a park)</p>
Y3	<p>To identify animals including humans, they need the right types and amount of nutrition/hydration To create a range of healthy meals To identify that animals cannot make</p>	<p>To understand the importance of sufficient and good quality sleep for good health To understand a lack of sleep can affect weight, mood and ability to learn.</p>	<p>To investigate friction To explore magnetic forces To research a scientist.</p>	<p>To grow a plant in which you can see the bulb and roots. (aspidistra) To label parts of the plants that grow underground. To explore the</p>	<p>To visit a zoo/ adaptation To explore and recognise animals have evolved and adapted for environment To explore the dietary requirements of different animals To identify common food chains</p>	<p>To visit different environments in which plants exists and explore the conditions. To explore how water is transported</p>

	<p>their own food, they need nutrients from what they eat.</p> <p>To understand the importance of exercise in to daily and weekly routine</p> <p>To know that some animals have muscles for movement</p> <p>To explore how muscles, change as a result of regular exercise</p>	<p>To know regular eye checks are part of a healthy lifestyle</p> <p>To know how to treat burns and scolds</p> <p>To know the effects and risks of smoking</p> <p>To know some of the allergies within our class</p> <p>To name external body parts: genitalia, vulva and penis</p>		<p>impacts of light and water on different plants.</p> <p>To compare vegetarian/vegan diets to meat diets</p>		<p>within plants.</p> <p>To design a bed or planter relevant to the conditions of the environment.</p> <p>To plan a project which aims to reduce food waste</p>
Y4	<p>To explore circulatory systems</p> <p>To describe simple functions of the digestive system.</p> <p>To explore how nutrients are transported around body.</p> <p>To know that skeleton supports and protects the body</p> <p>To know how nutrition impacts the skeleton</p> <p>To know that adrenaline is created during exercise</p> <p>To understand the effects of adrenaline</p>	<p>To explore the impact of sugar and addiction on the human body</p> <p>To explore tooth decay</p> <p>To know how to reduce the risk of sun damage</p> <p>To know how to treat head injuries, heart attacks and strokes.</p> <p>To know what an allergic reaction is.</p> <p>To know the effects and risks of alcohol</p> <p>To name external body parts: testicles, scrotum and breasts.</p> <p>To know puberty is</p>	<p>To investigate solids, liquids and gases</p> <p>To explore the water cycle</p> <p>To explore sound, including pitch, vibration, muffling and travelling</p> <p>To know regular hearing checks are part of a healthy lifestyle</p>	<p>To categorise plants into categories such as flowering, non-flowering, ferns and mosses.</p> <p>To visit environments in which the above can be found.</p> <p>To design a bed that will flower throughout the year.</p> <p>To research a scientist.</p>	<p>To explore how environments can change over time.</p> <p>To explore and visit different environments: local, marines, wider world.</p> <p>To explore how humans' impact on the environment.</p> <p>To explore the impact of removing part of a food chain.</p>	<p>To understand how seeds are dispersed.</p> <p>To know how Fair Trade supports local farmers.</p> <p>To discuss the impact of meat free diets.</p>

		<p>when the body begins preparing for adulthood. To identify the early stages of puberty.</p> <p>Content to including bodies growing thicker hair(including pubic); sweating more; body changing shape (including breasts); spots, feelings change; greasy hair; oily skin; genital areas grow and develop</p>					
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Y5	<p>To explore the science linked to the physical and emotional changes I feel after exercise. To know the risk associated with inactive lifestyles including obesity. To know how my health affects my learning. To recognise early signs of physical illness such as weight loss and unexplained changes to the body. To know how and when to seek support if worried about health. To know the characteristics of a poor diet. To explore the risks associated with unhealthy eating.</p>	<p>To explore how physical health impacts my emotional health To explore how lack of sleep affects the body. To know how to help someone who is choking To identify legal and illegal drugs To describe the changes as humans develop to old age including puberty. To explore importance of hygiene during puberty</p> <p>Puberty changes for males: shoulders get thicker, muscles grow, the voice gets deeper and 'breaks; facial hair and chest hair grow; sperm and semen start being produced; erections might happen; wet dreams might happen; the testicles might 'drop' Puberty changes for females: menstruation; ovaries begin releasing eggs; nipples might darken; discharge</p>	<p>To investigate different materials and their properties. To investigate chemical and physical changes. To explore the movement of the earth and other planets in relation to the sun. To explore light and shadows. To know how seasons are formed To explore the forces of gravity and air resistance. To visit either the Science Museum: Wonder lab? (forces) or the Planetarium? (earth, moon, sun)</p>	<p>To explore the lifecycle of a plant To observe life cycle changes in a variety of plants, such as a vegetable garden and flowering plants. To research a scientist.</p>	<p>To describe and compare different life cycles. To recognise that living things produce offspring of the same kind, but normally offspring do vary and are not identical to the parents. To understand the reproduction system in animals, including mammals.</p> <p>Vocabulary: reproductive organs; ovaries; fallopian tube; ovum; erection; semen/sperm; ejaculation; pregnancy; conception; embryo; vulva, genitals, vagina, penis, scrotum, pubic area, nipples,</p>	<p>To explore how food ends up in a supermarket. To understand how food is preserved. To explore nutrients in different food diets.</p>
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		<p>might start; bones get heavier; the voice might break a little</p> <p>Puberty changes to both male and female bodies: feelings towards each other might change and can develop 'fancying someone'; moods and emotions can change a lot.</p>				
Y6	<p>To understand calories and the nutritional content within different foods.</p> <p>To know how germs including bacteria and viruses are spread and treated.</p>	<p>To understand the risk and the law regarding cannabis and VSA.</p> <p>To know how to get help, advice and support for drug abuse.</p>	<p>To investigate how electrical circuits work around the home.</p> <p>To create an electrical circuit for a purpose.</p> <p>To explore</p>	<p>To explore the effects of having no plants upon the planet.</p> <p>To understand the benefits of home grown produce, including</p>	<p>To recognise that living things have evolved over time.</p> <p>To know that fossils provided information about living things that inhabited the earth millions of years ago</p>	<p>To classify plants</p> <p>To explore ways to improve protein intake</p> <p>To care for the plants within the school, responding to</p>

	<p>To understand facts and science relate to immunisation and vaccination.</p> <p>To understand the functions of the brain and nervous system.</p> <p>To understand how my brain changes whilst learning.</p> <p>To reduce the risk of sun damage including skin cancer.</p>	<p>To explore the science linked to the long-term physical and emotional effects of a healthy lifestyle.</p> <p>To know how and when to administer CPR</p>	<p>alternative forms of energy.</p> <p>To explore brightness of lamps or volume of a buzzer with the number of voltage of cells.</p>	<p>nutritional value and limited use of pesticides.</p> <p>To research a scientist.</p>	<p>To understand how puberty links to reproduction.</p> <p>To understand the reproduction system in humans (non-statutory)</p> <p>To know humans must consent to reproduction (non-statutory)</p> <p>Vocabulary: same as Y5</p>	<p>the needs of the environment at different points in the year.</p>
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