



DITCHAM PARK SCHOOL

Where every child is known and valued

Relationships and sex education policy

Approved by:

[Name]

Date: November 2020

Last reviewed on:

[Date]

Next review due by:

[Date]

Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development.....	3
4. Definition	3
5. Curriculum	3
6. Delivery of RSE	3
7. Roles and responsibilities	4
8. Parents' right to withdraw	5
9. Training	5
10. Monitoring arrangements.....	5
Appendix 1: Curriculum map	7
Appendix 2: By the end of primary school pupils should know	11
Appendix 2: By the end of secondary school pupils should know	13
Appendix 3: PSHE LONG TERM SOW (Senior and Junior)	34
Appendix 4: Parent form: withdrawal from sex education within RSE	

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies
- › To enhance the school's ethos of respect and care for others

2. Statutory requirements

Juniors

As an independent (primary) school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Ditcham Park School we teach RSE as set out in this policy.

Seniors

As an independent secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Ditcham Park School we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Parent/stakeholder consultation – parents and any interested parties were invited to respond to the policy and our curriculum content.
3. Pupil consultation – we investigated what exactly pupils want from their RSE
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, 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.

5. Curriculum

Our curriculum is set out 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 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.

Primary Sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

In Seniors, Pupils also receive stand-alone sex education sessions delivered by a trained health professionals.

In Juniors our 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

For more information about our RSE curriculum, see Appendices 1 and 2.

In Seniors, RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- › Families
- › Respectful relationships, including friendships
- › Online and media
- › Being safe
- › Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

7. Roles and responsibilities

7.1 The governing body

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

7.2 The Headmaster

The headmaster is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 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/non-science] 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 Headmaster.

In Seniors, our PSHE and RSE curriculum is overseen by Jane Browning. Delivery of material will be by Form Tutors.

In Juniors, our PSHE and RSE curriculum is overseen by Helen Parrott – Head of Juniors. Delivery of material will be by Class Teachers.

7.4 Pupils

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

8. Parents' right to withdraw

Juniors

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headmaster.

Alternative work will be given to pupils who are withdrawn from sex education.

Seniors

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headmaster.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headmaster will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

The Headmaster, Senior Managers and Head of PSHE (for both the Junior and Senior School), will invite visitors from outside the school, such as school nurses or approved sexual health professionals, to provide support and training to staff teaching RSE, as required.

10. Monitoring arrangements

In Seniors, the delivery of RSE is monitored by Jane Browning (Head of PSHE-Senior School) through:

- Curriculum review
- Lesson observation
- Consultation with Form Tutors

In Juniors, the delivery of RSE is monitored by Helen Parrott (**Head of Juniors**) through:

- Curriculum review

- Lesson observation
- Consultation with Class Teachers

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

Mark Philips, Head of Seniors and Helen Parrott, Head of Juniors will review this policy, annually. At every review, the policy will be approved by the Headmaster.

Appendix 1: Curriculum map

Relationships and sex education curriculum map **This a working document and subject to change and amendment**

SEX EDUCATION PROGRAMME: JUNIOR AND SENIOR OVERVIEW AND ALIGNMENT:

		TERM 1	TERM 2	TERM 3
YEAR 1	Juniors	Ourselves. Labelling body parts		Growing up and changing what can we know now that we couldn't at the beginning of the year?
FORM 1	Seniors	PSHE Relationships and friends Add: sex race and religion. The concept of tolerance. Every two years speaker for Cyber bullying. Susie Bennett to work with Form 1 and 2. Relationships.	PSHE: Bullying and cyber-bullying add in sexting. Keeping safe and online chat. Susie Bennett to work with Form 1 and 2. Relationships. SEXSPAIN	Science: Male and female reproduction. Fertilisation, baby development. Birth, puberty, menstrual cycle.
YEAR 2	Juniors	Recognise and label/compare external body parts.	Understand that animals grow and reproduce.	
FORM 2	Seniors	PSHE: HPV (week 4) girls. Keeping healthy. Every two years speaker for Cyber bullying. Science to add menstruation. Personal safety. Valuing others around you. Domestic problems RE: rites of passage and birth ceremonies including. circumcision/ FMG discussion to add	RE: Marriage and divorce in different cultures. What makes a healthy marriage? PSHE: your rights as a child and your responsibilities. Add some sort of consent? Sexting SEXSPAIN	PSHE: differences between boys and girls. The way we think and the way we are. How I see myself. How others see me Social networks: building on from Form 1. Texting and awareness Cyber bullying.

		Sexting		PSHE friendships and relationships extend to a new speaker.
General comments:		Sexting Sex and alcohol Law and consequences. Pornography	Transgender Consent/ Sex offenders register NHS covers- but expand on contraception.	Tolerance of other genders and respect. Cyber bullying
		TERM 1	TERM 2	TERM 3
YEAR 3	Juniors			Differences between male and females. Life cycles and conception baby in the womb.
FORM 3	Seniors	PSHE: Respect and values to add gender/ transgender Every two years speaker for Cyber bullying/ DRUGS Drugs W S (Outside Speaker) and gender Taking responsibility to actions to extend to Sex Ed. RE: ethics/ abortion/genetics Science: BIRTH / PREGANCY Outside Speaker	PSHE: Being sensible on social media. Cyber bulliing .Body image and the media. How media influences us/ gender RE: ethics/ abortion/genetics Sex before marriage PREVENTION - this is a whole NHS YOUTH GROUP WORKSHOP Outside speaker SEXSPLAIN Forms 1,2,3,4	PSHE: Sex and teenage pregnancy. STDs Mental health. Consequences of having sex. Relationships and how to handle this. Year topic. Workshop with sexting and video from CPA. Lead by MGP

YEAR 4	Juniors			How babies are made supported by the Channel 4 DVD 'All about us'. How they are born.
FORM 4	Seniors	<p>PSHE Every two years speaker for Cyber bullying? DRUGS Being sensible-social networks (expanding on Form 3 work)</p> <p>Drugs W S (Outside Speaker)</p> <p>PSHE media and body image.</p> <p>Science GCSE Biology (double or triple) mechanics covered over the whole year.</p>	<p>PSHE Workshop with sexting and video from CPA. Lead by MGP. Taking responsibilities. Expand Alcohol and drinking.</p> <p>Re-emphasise contraception. NHS YOUTH GROUP WORKSHOP.</p> <p>SEXSPLAIN</p>	<p>PSHE: At what age can I? Law and sexual consent. Add pornography.</p>
		TERM 1	TERM 2	TERM 3
YEAR 5	Juniors			Puberty and how the body changes. Sperm production, menstruation, sexual reproduction. Forming close loving relationships.
FORM 5				

	Seniors	<p>PSHE Every two years speaker for Cyber bullying. DRUGS</p> <p>Science GCSE Biology mechanics covered over the whole year.</p>	<p>PSHE Workshop with sexting and video from CPA. Lead by MGP</p> <p>CCFE Sexual health: based on the SEX ED show on Channel 4 - x 4 wks approx.. NHS YOUTH GROUP WORKSHOP</p>	EXAMS
YEAR 6	Juniors			<p>PSHE and Sex Ed. Sex in the media, including newspapers, television and advertising, and also consider sexual stereotyping:</p> <p>Second session x2 ½ hourly sessions.</p> <ol style="list-style-type: none"> 1. Key male and female body parts associated with conception and pregnancy, 2. Anonymous questions: boys and girls will be split for these sessions. We will be using a video clip from the Channel 4 DVD, All About Us, Living and Growing.

Appendix 2: 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

TOPIC	PUPILS SHOULD KNOW
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
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

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • 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 people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
	<ul style="list-style-type: none"> •

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3

PSHE LONG TERM SOW based on Hodder PSHE DYNAMIC LEARNING TAYLORED FOR DITCHAM PARK SCHOOL BY MRS JANE BROWNING.

This long-term plan and lesson Curriculum map is for the whole school PSHE programme.

The SRE curriculum map slots into the PSHE programme and is constantly and updated throughout the year. This also is interchangeable with current and world events.

[Please Click here for Senior Curriculum Plan](#)

Junior Curriculum Map

PSHE Long Term SoW Including SRE/SMSC/BV

Please note that this table will fluctuate and change according to the PSHE/SRE topics/ world citizenship issues and year by year

Autumn Term SMSC/BV/SRE	EYFS	Pre-Prep	Prep	Transition	Lowers	Middles	Uppers
<p>PSHE</p> <p>SRE</p> <ul style="list-style-type: none"> Respectful relationships and Family. <p>SMSC</p> <ul style="list-style-type: none"> Morals/rights and wrongs. <p>British Values B1/B2/B3/B4/B5</p>	<p>Routines and School rules</p> <p>Settling in</p> <p>Making Relationships</p>	<p>Routines and School rules</p> <p>Living at school together</p> <p>Being a good friend</p>	<p>Routines and School rules</p> <p>Making good choices</p>	<p>Routines and School rules</p> <p>How am I special? Individuality</p>	<p>Routines and School rules</p> <p>Playtimes</p> <p>Feeling lonely</p> <p>Stranger danger</p> <p>Setting targets</p>	<p>Routines and School rules</p> <p>Rules of circle time</p> <p>Bullying</p> <p>Positive friendships</p>	<p>Routines and School rules</p> <p>Code of conduct</p> <p>Roles and responsibilities</p>
<p>Assemblies</p> <p>SRE</p> <ul style="list-style-type: none"> Friendships. Families 	<p>HARVEST FESTIVAL SERVICE</p> <p>Assemblies to parents (KS2)</p>	<p>WELCOME ASSEMBLY WHOLE SCHOOL (first day back)</p>	<p>WELCOME ASSEMBLY WHOLE SCHOOL (first day back)</p>	<p>WELCOME ASSEMBLY WHOLE SCHOOL (first day back)</p>	<p>WELCOME ASSEMBLY WHOLE SCHOOL (first day back)</p> <p>Themed Assemblies</p>	<p>WELCOME ASSEMBLY WHOLE SCHOOL (first day back)</p> <p>Themed Assemblies</p>	<p>WELCOME ASSEMBLY WHOLE SCHOOL (first day back)</p> <p>Themed Assemblies</p>

<ul style="list-style-type: none"> Being Safe/Internet <p>SMSC</p> <ul style="list-style-type: none"> Spiritual Dev. Knowledge of World Morals/rights and wrongs. Social Dev. and understanding. Cultural appreciating and understanding British Culture <p>British Values B4/B5/B2/B1</p>	<p>Anti-bullying Week</p> <p>World Book Day</p> <p>Uppers' leadership roles announced</p>	<p>Themed Assemblies</p> <p>HARVEST FESTIVAL SERVICE</p> <p>Assemblies to parents (KS2)</p> <p>Anti-bullying Week</p> <p>World Book Day</p> <p>Uppers' leadership roles announced</p>	<p>Themed Assemblies</p> <p>HARVEST FESTIVAL SERVICE</p> <p>Assemblies to parents (KS2)</p> <p>Anti-bullying Week</p> <p>World Book Day</p> <p>Uppers' leadership roles announced</p>	<p>Themed Assemblies</p> <p>HARVEST FESTIVAL SERVICE</p> <p>Assemblies to parents (KS2)</p> <p>Anti-bullying Week</p> <p>World Book Day</p> <p>Uppers' leadership roles announced</p>	<p>Themed Assemblies</p> <p>HARVEST FESTIVAL SERVICE</p> <p>Assemblies to parents (KS2)</p> <p>Anti-bullying Week</p> <p>World Book Day</p> <p>Uppers' leadership roles announced</p>	<p>HARVEST FESTIVAL SERVICE</p> <p>Assemblies to parents (KS2)</p> <p>Anti-bullying Week</p> <p>World Book Day</p> <p>Uppers' leadership roles announced</p>	<p>HARVEST FESTIVAL SERVICE</p> <p>Assemblies to parents (KS2)</p> <p>Anti-bullying Week</p> <p>World Book Day</p> <p>Uppers' leadership roles announced</p>
<p>HOUSE Activities</p> <p>SRE</p> <ul style="list-style-type: none"> Respectful friendships. Mental well-being Healthy Eating 	<p>Voting in new House leaders</p> <p>Charity work: 'Bake Off' for Macmillan Coffee morning (linked with European</p>	<p>Voting in new House leaders</p> <p>Charity work: 'Bake Off' for Macmillan Coffee morning (linked with European</p>	<p>Voting in new House leaders</p> <p>Charity work: 'Bake Off' for Macmillan Coffee morning (linked with European</p>	<p>Voting in new House Leaders</p> <p>Charity work: 'Bake Off' for Macmillan Coffee morning (linked with European</p>	<p>Voting in New House leaders</p> <p>Charity work: 'Bake Off' for Macmillan Coffee morning (linked with European</p>	<p>Voting in new house leaders</p> <p>Charity work: 'Bake Off' for Macmillan Coffee morning (linked with European Languages month)</p>	<p>Entering House leadership elections, voting in new House leaders</p> <p>Charity work: 'Bake Off' for Macmillan Coffee morning</p>

<ul style="list-style-type: none"> • Healthy Lifestyle. <p>SMSC</p> <ul style="list-style-type: none"> • Social Development • Cultural development-cultural influences around the world <p>British Values B5/B4/B3/B1</p>	<p>Languages month)</p> <p>Team Building: House Tug of war</p> <p>Cross Country</p>	<p>Languages month)</p> <p>Team Building: House Tug of war</p> <p>Cross Country</p>	<p>Languages month)</p> <p>Team Building: House Tug of war</p> <p>Cross Country</p>	<p>Languages month)</p> <p>Team Building: House Tug of war</p> <p>Cross Country</p>	<p>Languages month)</p> <p>Team building: House Tug of war</p> <p>Cross Country</p>	<p>Team Building: House Tug of war.</p> <p>Cross Country</p>	<p>(linked with European Languages month)</p> <p>Team Building: House Tug of war.</p> <p>Cross Country</p>
<p>PSHE</p> <p>SRE</p> <ul style="list-style-type: none"> • Respectful relationships and Family. <p>SMSC</p> <ul style="list-style-type: none"> • Morals/rights and wrongs. • Cultural development. 	<p>Where Do We Live?</p> <p>Who is Special To Us?</p>	<p>Healthy Eating</p> <p>What are emotions? When do we feel certain ways?</p> <p><i>SRE-ourselves, labelling body parts</i></p>	<p>Giving and receiving</p> <p><i>SRE-labelling body parts, including some internal (heart, lungs, bones etc)</i></p>	<p>Issues affecting the environment</p> <p>Recycling</p> <p>Fair Trade</p>	<p>Vandalism</p> <p>Peer-pressure: learning to say no</p>	<p>Where we feel safe</p> <p>Special people</p> <p>Roles and responsibilities</p>	<p>Human and animal rights</p>

British Values B1/B2/B3/B4/B5							
Assemblies SRE <ul style="list-style-type: none"> Respectful relationships SMSC <ul style="list-style-type: none"> Spiritual Dev. Knowledge of World Morals/rights and wrongs. Social Dev. and understanding. Cultural appreciating and understanding British Culture. British Values B1/2/3/4/5	WELCOME ASSEMBLY Assemblies to parents (KS2) Firework Safety Remembrance Service Children in Need Advent Service Christingle	WELCOME ASSEMBLY Assemblies to parents (KS2) Firework Safety Remembrance Service Children in Need Advent Service Christingle	WELCOME ASSEMBLY Assemblies to parents (KS2) Firework Safety Remembrance Service Children in Need Advent Service Christingle	WELCOME ASSEMBLY Themed Assemblies E.g. Hopeful Earth Conference and Guest Speakers Assemblies to parents (KS2) Firework Safety Remembrance Service Children in Need Advent Service Christingle	WELCOME ASSEMBLY Themed Assemblies E.g. Hopeful Earth Conference and Guest Speakers Assemblies to parents (KS2) Firework Safety Remembrance Service Children in Need Advent Service Christingle	WELCOME ASSEMBLY Themed Assemblies Eg. Hopeful Earth Conference and Guest Speakers Assemblies to parents (KS2) Firework Safety Remembrance Service Children in Need Advent Service Christingle	WELCOME ASSEMBLY Themed Assemblies Eg. Hopeful Earth Conference and Guest Speakers Assemblies to parents (KS2) Firework Safety Remembrance Service Children in Need Advent Service Christingle

Spring Term SMSC/BV/SRE	EYFS	Pre-Prep	Prep	Transition	Lowers	Middles	Uppers
<p>PSHE</p> <p>SRE</p> <ul style="list-style-type: none"> • Respectful relationships and Family. • Internet safety and harms • On-line/media. • Physical fitness • Healthy lifestyle <p>SMSC</p> <ul style="list-style-type: none"> • Cultural appreciating and understanding British Culture. • Morals/rights and wrongs. <p>British Values B1/B2/B3/B4/B5</p>	<p>Self Confidence and Self Awareness</p> <p>Online Safety week</p>	<p>Resolutions/Promises</p> <p>Bullying</p> <p>Online Safety week</p>	<p>Staying Safe:</p> <p>Fire</p> <p>Water</p> <p>Online Safety week</p>	<p>Citizenship - what is it to be British?</p> <p>Fairness</p> <p>Online Safety week</p>	<p>How to be a good friend</p> <p>Moral dilemmas</p> <p>Online Safety week</p>	<p>How to be a good citizen?</p> <p>What is a democracy ?</p> <p>Online Safety week</p>	<p>Exams-preparation and feeling nervous-how to deal with this?</p> <p>Democracy and Government</p> <p>Online Safety week</p>
Assemblies	WELCOME ASSEMBL	WELCOME ASSEMBLY WHOLE	WELCOME ASSEMBL	WELCOME ASSEMBL	WELCOME ASSEMBL	WELCOME ASSEMBL	WELCOME ASSEMBL

<p>SRE</p> <ul style="list-style-type: none"> • Respectful relationships <p>SMSC</p> <ul style="list-style-type: none"> • Spiritual Dev. of the World • Social Dev. and understanding. • Cultural appreciating and understanding British Culture • Moral Development <p>British Values B1/B2/3/4/5</p>	<p>Y WHOLE SCHOOL (first day back)</p> <p>Staff Assemblies</p> <p>Music Assemblies.</p> <p>Rewards Assemblies</p> <p>Assemblies to Parents (KS1/EYFS)</p> <p>Online Safety Day</p>	<p>SCHOOL (first day back)</p> <p>Staff Assemblies</p> <p>Music Assemblies.</p> <p>Rewards Assemblies</p> <p>Assemblies to Parents (KS1/EYFS)</p> <p>Online Safety Day</p>	<p>Y WHOLE SCHOOL (first day back)</p> <p>Staff Assemblies</p> <p>Music Assemblies.</p> <p>Rewards Assemblies</p> <p>Assemblies to Parents (KS1/EYFS)</p> <p>Online Safety Day</p>	<p>Y WHOLE SCHOOL (first day back)</p> <p>Staff Assemblies</p> <p>Music Assemblies.</p> <p>Rewards Assemblies</p> <p>Assemblies to Parents (KS1/EYFS)</p> <p>Online Safety Day</p>	<p>Y WHOLE SCHOOL (first day back)</p> <p>Staff Assemblies</p> <p>Music Assemblies.</p> <p>Rewards Assemblies</p> <p>Assemblies to Parents (KS1/EYFS)</p> <p>Online Safety Day</p>	<p>Y WHOLE SCHOOL (first day back)</p> <p>Staff Assemblies</p> <p>Music Assemblies.</p> <p>Rewards Assemblies</p> <p>Assemblies to Parents (KS1/EYFS)</p> <p>Online Safety Day</p>	<p>Y WHOLE SCHOOL (first day back)</p> <p>Staff Assemblies</p> <p>Music Assemblies.</p> <p>Rewards Assemblies</p> <p>Assemblies to Parents (KS1/EYFS)</p> <p>Online Safety Day</p>
<p>HOUSE Activities</p> <p>SRE</p> <ul style="list-style-type: none"> • Respectful relationships <p>SMSC</p> <ul style="list-style-type: none"> • Social Dev. and understanding. 		<p>House Quiz</p>	<p>House Quiz</p>	<p>House Quiz</p>	<p>House Quiz</p>	<p>House Quiz</p>	<p>House Quiz</p>

<ul style="list-style-type: none"> • Cultural appreciating and understanding British Culture • Moral Development <p>British Values B1/B2/3/4/5</p>							
<p>PSHE SRE</p> <ul style="list-style-type: none"> • Respectful relationships and Family. • Physical fitness • Healthy lifestyle <p>SMSC</p> <ul style="list-style-type: none"> • Cultural appreciating and understanding British Culture. • Morals/rights and wrongs. <p>British Values B1/B2/B3/B4/B5</p>	<p>Self Confidence and Self Awareness</p>	<p>How are we the same? How are we different? Paying Compliments</p>	<p>Staying Safe: Other adults Medicines</p>	<p>Right and Wrong Working Together</p>	<p>Moral dilemmas Feeling nervous-how to cope?</p>	<p>Community Personal safety- fire, strangers, medicines Cultural and religious diversity</p>	<p>Global citizenship</p>

<p>Assemblies</p> <p>SRE</p> <ul style="list-style-type: none"> Families and relationships/Friendships <p>SMSC</p> <ul style="list-style-type: none"> Spiritual Dev. Knowledge of World Morals/rights and wrongs. Social Dev. and understanding. Cultural appreciating and understanding British Culture. <p>British Values</p> <p>B4 B5</p>	<p>WELCOME ASSEMBLY</p> <p>Pupil Assemblies and musical Assemblies</p> <p>Reward Assemblies</p> <p>Lent Assembly</p> <p>Easter Service</p>	<p>WELCOME ASSEMBLY</p> <p>Pupil Assemblies and musical Assemblies</p> <p>Reward Assemblies</p> <p>Lent Assembly</p> <p>Easter Service</p>	<p>WELCOME ASSEMBLY</p> <p>Pupil Assemblies and musical Assemblies.</p> <p>Reward Assemblies</p> <p>Lent Assembly</p> <p>Easter Service</p>	<p>WELCOME ASSEMBLY</p> <p>Pupil Assemblies and musical Assemblies.</p> <p>Reward Assemblies</p> <p>Lent Assembly</p> <p>Easter Service</p>	<p>WELCOME ASSEMBLY</p> <p>Pupil Assemblies and musical Assemblies.</p> <p>Reward Assemblies</p> <p>Lent Assembly</p> <p>Easter Service</p>	<p>WELCOME ASSEMBLY</p> <p>Pupil Assemblies and musical Assemblies.</p> <p>Reward Assemblies</p> <p>Lent Assembly</p> <p>Easter Service</p>	<p>WELCOME ASSEMBLY</p> <p>Pupil Assemblies and musical Assemblies.</p> <p>Reward Assemblies</p> <p>Lent Assembly</p> <p>Easter Service</p>
<p>HOUSE Activities</p> <p>SRE</p>	<p>House Talent</p>	<p>House Talent Heats and Final</p>	<p>House Talent</p>	<p>House Talent</p>	<p>House Talent</p>	<p>House Talent</p>	<p>House Talent</p>

<ul style="list-style-type: none"> Families and relationships/Friendships Physical Health and fitness. <p>SMSC</p> <ul style="list-style-type: none"> Spiritual Dev. Knowledge of World Morals/rights and wrongs. Social Dev. and understanding. Cultural appreciating and understanding British Culture. <p>British Values B4/B3 and B5</p>	<p>Heats and Final</p> <p>Young Musician Competition</p> <p>Easter Egg Roll</p>	<p>Young Musician Competition</p> <p>Easter Egg Roll</p>	<p>Heats and Final</p> <p>Young Musician Competition</p> <p>Easter Egg Roll</p>	<p>Heats and Final</p> <p>Young Musician Competition</p> <p>Easter Egg Roll</p>	<p>Heats and Final</p> <p>Young Musician Competition</p> <p>Easter Egg Roll</p>	<p>Heats and Final</p> <p>Young Musician Competition</p> <p>Easter Egg Roll</p>	<p>Heats and Final</p> <p>Young Musician Competition</p> <p>Easter Egg Roll</p>
--	--	--	--	--	--	--	--

Summer Term	EYFS	Pre-Prep	Prep	Transition	Lowers	Middles	Uppers
-------------	------	----------	------	------------	--------	---------	--------

<ul style="list-style-type: none"> Families and relationships/Friendships <p>SMSC</p> <ul style="list-style-type: none"> Spiritual Dev. Knowledge of World Morals/rights and wrongs. Social Dev. and understanding. Cultural appreciating and understanding British Culture. <p>British Values B4 B5</p>	<p>SCHOOL (first day back)</p> <p>Pupil Assemblies and musical Assemblies</p> <p>Reward Assemblies</p> <p>Plastic Free Day</p>	<p>SCHOOL (first day back)</p> <p>Pupil Assemblies and musical Assemblies</p> <p>Reward Assemblies</p> <p>Plastic Free Day</p>	<p>SCHOOL (first day back)</p> <p>Pupil Assemblies and musical Assemblies.</p> <p>Reward Assemblies</p> <p>Plastic Free Day</p>	<p>SCHOOL (first day back)</p> <p>Pupil Assemblies and musical Assemblies.</p> <p>Reward Assemblies</p> <p>Plastic Free Day</p>	<p>SCHOOL (first day back)</p> <p>Pupil Assemblies and musical Assemblies.</p> <p>Reward Assemblies</p> <p>Plastic Free Day</p>	<p>SCHOOL (first day back)</p> <p>Pupil Assemblies and musical Assemblies.</p> <p>Reward Assemblies</p> <p>Plastic Free Day</p>	<p>SCHOOL (first day back)</p> <p>Pupil Assemblies and musical Assemblies.</p> <p>Reward Assemblies</p> <p>Plastic Free Day</p>
<p>HOUSE Activities SRE</p>	<p>Junior Concert</p>	<p>Junior Concert</p>	<p>Junior Concert</p>	<p>Junior Concert</p>	<p>Junior Concert</p>	<p>Junior Concert</p>	<p>Junior Concert</p>

<ul style="list-style-type: none"> • Mental Health • Physical Health and fitness. <p>SMSC</p> <ul style="list-style-type: none"> • Morals/rights and wrongs. • Social Dev. and understanding. • Cultural appreciating and understanding British Culture. <p>British Values B4/B5</p>	<p>Outdoor Classroom Day</p>	<p>Outdoor Classroom Day</p> <p>EXAM FORTNIGHT</p>	<p>Outdoor Classroom Day</p> <p>EXAM FORTNIGHT</p>	<p>Outdoor Classroom Day</p> <p>EXAM FORTNIGHT</p>	<p>Outdoor Classroom Day</p> <p>EXAM FORTNIGHT</p>	<p>Outdoor Classroom Day</p> <p>EXAM FORTNIGHT</p>	<p>Outdoor Classroom Day</p> <p>EXAM FORTNIGHT</p>
<p>PSHE SRE</p> <ul style="list-style-type: none"> • Respectful relationships and Family. • Physical fitness • Healthy lifestyle • Changing bodies • Drugs • First Aid 	<p>Transitions and changes-moving on</p> <p>First aid</p>	<p>Transitions and changes-moving on</p> <p>Keeping safe</p> <p>Special occasions</p> <p>First aid</p> <p>SRE- Growing up and changing- what can we</p>	<p>Transitions and changes-moving on</p> <p>SRE- Understand that animals grow and reproduce supported by the Channel 4 DVD 'All about us'</p>	<p>Transitions and changes-moving on</p> <p>SRE- Differences between males and females</p> <p>Life cycles and conception</p>	<p>Transitions and changes-moving on</p> <p>SRE- How babies are made-supported by the Channel 4 DVD 'All about us' How babies are born</p>	<p>Transitions and changes-moving on</p> <p>SRE-Puberty and how the body changes</p> <p>Sperm production</p> <p>Menstruation</p>	<p>Transitions and changes-moving on</p> <p>Drugs and alcohol awareness</p> <p>SRE-sex in the media, sexual stereotyping</p> <p>Puberty</p>

<p>SMSC</p> <ul style="list-style-type: none"> • Social Dev. and understanding. • Cultural appreciating and understanding British Culture <p>Moral Development</p> <p>British Values B1/B2/B3/B4/B5</p>		<p><i>do now that we couldn't do at the beginning of the year?</i></p>	<p>Food and Hygiene</p> <p>First aid</p>	<p><i>Baby in the womb</i></p> <p>First aid</p>	<p>Personal hygiene</p> <p>First aid</p>	<p><i>Sexual reproduction</i></p> <p><i>Forming close loving relationships supported by the Channel 4 DVD 'All about us'</i></p> <p>Healthy lifestyles</p> <p>Relationships</p> <p>Peer pressure</p> <p>First aid</p>	<p>Online safety</p> <p>First aid</p>
<p>ASSEMBLIES</p> <p>SRE</p> <ul style="list-style-type: none"> • Respectful relationships and Family. • Internet safety and harms • On-line/media. <p>SMSC</p> <ul style="list-style-type: none"> • Social Dev. and understanding. 	<p>WELCOME ASSEMBLY</p> <p>Pupil Assemblies and musical Assemblies</p> <p>Reward Assemblies</p> <p>Awards Assembly</p>	<p>WELCOME ASSEMBLY</p> <p>Pupil Assemblies and musical Assemblies</p> <p>Reward Assemblies</p> <p>Awards Assembly</p>	<p>WELCOME ASSEMBLY</p> <p>Pupil Assemblies and musical Assemblies.</p> <p>Reward Assemblies</p> <p>Awards Assembly</p>	<p>WELCOME ASSEMBLY</p> <p>Pupil Assemblies and musical Assemblies.</p> <p>Reward Assemblies</p> <p>Awards Assembly</p>	<p>WELCOME ASSEMBLY</p> <p>Pupil Assemblies and musical Assemblies.</p> <p>Reward Assemblies</p> <p>Awards Assembly</p>	<p>WELCOME ASSEMBLY</p> <p>Pupil Assemblies and musical Assemblies.</p> <p>Reward Assemblies</p> <p>Awards Assembly</p>	<p>WELCOME ASSEMBLY</p> <p>Pupil Assemblies and musical Assemblies.</p> <p>Reward Assemblies</p> <p>Awards Assembly</p>

<ul style="list-style-type: none"> Cultural appreciating and understanding British Culture <p>British Values. B1/2/3/4/5</p>	<p>WHOLE SCHOOL CREATIVITY WEEK-STEM, ART, DRAMA, CLIMATE AND THE ENVIRONME NT</p>	<p>WHOLE SCHOOL CREATIVITY WEEK-STEM, ART, DRAMA, CLIMATE AND THE ENVIRONME NT</p>	<p>WHOLE SCHOOL CREATIVITY WEEK-STEM, ART, DRAMA, CLIMATE AND THE ENVIRONME NT</p>	<p>FOUNDER'S DAY WHOLE SCHOOL CREATIVITY WEEK-STEM, ART, DRAMA, CLIMATE AND THE ENVIRONME NT</p>	<p>FOUNDER'S DAY WHOLE SCHOOL CREATIVITY WEEK-STEM, ART, DRAMA, CLIMATE AND THE ENVIRONME NT</p>	<p>FOUNDER'S DAY WHOLE SCHOOL CREATIVITY WEEK-STEM, ART, DRAMA, CLIMATE AND THE ENVIRONME NT</p>	<p>FOUNDER'S DAY WHOLE SCHOOL CREATIVITY WEEK-STEM, ART, DRAMA, CLIMATE AND THE ENVIRONME NT</p>
<p>HOUSE ACTIVITIES SRE</p> <ul style="list-style-type: none"> Physical fitness Healthy lifestyle Mental well-being Respectful relationships. <p>SMSC</p>	<p>HOUSE SPORTS DAY</p>	<p>HOUSE SPORTS DAY</p>	<p>HOUSE SPORTS DAY</p>	<p>HOUSE SPORTS DAY</p>	<p>HOUSE SPORTS DAY</p>	<p>HOUSE SPORTS DAY</p>	<p>HOUSE SPORTS DAY</p>

<ul style="list-style-type: none"> • Morals/rights and wrongs. • Social Dev. and understanding. • Cultural appreciating and understanding British Culture. 							
---	--	--	--	--	--	--	--

PLEASE NOTE THAT

IF TOPICAL ISSUES ARISE SUCH AS BREXIT/ WORLD EVENTS E.G. THE CLIMATE CRISIS OR THE ELECTION THEN THIS PLAN WILL BE ADHERED TO BUT CHANGE LESSON ORDER.

The Juniors use 'THE DAY' NEWS FOR SCHOOLS, BBC Newsround, Primary Times websites

The Juniors have 30 minutes timetabled dedicated PSHE lessons, however class teachers have the freedom to teach extra lessons when the need arises

PLEASE NOTE THAT IN ALL AREAS OF THE TABLE THE FOLLOING BRITISH VALUES AND SMSC VALUES ARE FOUND:

BV= British Values

SMSC= Spiritual, Moral, Social, Cultural.

British Values:

B1=democracy

B2=the rule of law

B3=individual liberty

B4=mutual respect

B5 =tolerance and understanding

SMSC= Spiritual, Moral, Social, Cultural:

SP = The pupil's spiritual development. Exploring other belief systems, respecting diversity. Learning about the world around them. Using imagination to reflect on their experiences.

M = The pupil's moral development. Understanding the difference between right and wrong – applying this to their lives. Understanding consequences and respecting the law in the UK. Showing an understanding/tolerance of ethical views and differing views.

S = The pupil's social development. Developing group work/working with others who are different to themselves. The willingness to cooperate and work with others. This is all whilst keeping the British Values. Making sure that when they leave school, they are prepared for the British way of life

C = The pupil's cultural development. Understanding and appreciating many cultural influences across the world. Understanding how cultures have shaped modern Britain. Having knowledge of British democracy, historic values, art, sporting and musical opportunities continually supporting the modern British viewpoints and ideologies.

Appendix 4: Parent form: withdrawal from sex education within RSE

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