



Knowleswood
Primary School



Relationships and Sex Education (RSE) Policy

This policy has been written using the Bradford LA Model Policies that have been through a consultation process with community and religious leaders.

This is supported by a model policy from The Story Project.

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Relationships and Sex Education (RSE) Policy

Contents

Relationships and Sex Education (RSE) Policy	1
Relationships and Sex Education (RSE) Policy	1
1. Definition, Aims and Rationale	2
2. Summary of Statutory Content	2
4. Curriculum Design	7
5. A Safe Learning Environment	8
6. Safeguarding	9
7. Openness with Parents and Carers	10
8. Right to Withdraw	10
9. Review	11
Appendix 1 – RSE Curriculum Map (The Story Project)	12
Appendix 2	18
Parent form: withdrawal from sex education within RSE (Y6 Making babies lesson only)	19

1. Definition, Aims and Rationale

At Knowleswood Primary School, we believe RSE is important for our pupils and school because it equips children with the knowledge, skills, and attributes they need to build positive relationships, understand their bodies, make informed choices, and stay safe online and offline.

Inclusivity and equality

- We ensure RSE is inclusive and meets the needs of all pupils, including those with special educational needs and disabilities (SEND), by adapting teaching approaches, resources, and support.
- We ensure RSE fosters equality by representing diverse families, relationships, and experiences and challenging stereotypes.
- We comply with the Equality Act 2010 by ensuring that teaching actively promotes respect, prevents discrimination, and reflects the protected characteristics within the law.

Aims

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

- Enable pupils to learn about what makes healthy relationships, including with family, friends and online; how to recognise unhealthy behaviour in relationships; and how to seek help if they feel unsafe

- Support pupils to develop self-respect, confidence and empathy
- 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
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Teaching will be age appropriate and will respect the diversity of families and faith in our community.
- Relationships education is not about sexual relationships. RSE is not about the promotion of sexual activity.

2. Summary of Statutory Content

From September 2020, relationships education is compulsory in primary schools and relationships and sex education is compulsory in secondary schools. This applies to all schools.

Parents and carers can view all our PSHE/RSE curriculum materials by making an appointment to visit the school via the school office. Parents and carers have the right to see our teaching materials in order to support their children's education and to engage with the school about the teaching of this subject. However, parents must agree not to copy, download or circulate commercially produced materials, as they are subject to copyright

The Department for Education requires all primary schools to teach the following statutory content:

Relationships Education (statutory)

Pupils must be taught about:

- Families and the people who care for them
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe, including how to seek help and report concerns

Health Education (statutory)

Pupils must be taught about:

- Mental wellbeing, including recognising and expressing feelings
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body (puberty)

Science curriculum (statutory)

Pupils must learn:

- The basic stages of the human life cycle
- How humans change and grow
- The biological facts of human reproduction (this cannot be withdrawn)

Sex Education (non-statutory in primary)

- Pupils will learn about puberty (from the school nurse/their teacher as part of science education lessons in Year 4/5/6).
- Schools may choose to teach additional content (e.g. human reproduction beyond the science curriculum). At Knowleswood, this is limited to **Year 6 – Making a Baby**. Parents have the right to withdraw their child from this lesson only.
- Other aspects of sex education will not be covered unless safeguarding concerns determine otherwise. Parents will be informed in advance if that happens.

Statutory outcomes for the end of Primary School:

Families and people who care for me

- That families are important for children growing up safe and happy because they can provide love, security and stability.
- The characteristics of safe and happy family life, such as 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 the families of other children 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 are at the heart of safe and happy families and are important for children's security as they grow up.
- That marriage and civil partnerships represent 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

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- Skills for developing caring, kind friendships.
- That not every child will have the friends they would like at all times; that most people feel lonely sometimes; and that there is no shame in feeling lonely or talking about it.

- Characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

- How to pay attention to the needs and preferences of others, including in families and friendships, and how we balance needs and wishes in relationships.
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
- Differences between being assertive and being controlling; between being kind to others and neglecting your own needs.
- Expectations of respect for and from others, including those who are different or make different choices or have different preferences or beliefs.
- Practical steps and skills to improve or support relationships in different contexts. • Conventions of courtesy and manners.
- The importance of self-respect and how this links to happiness, including developing skills and interests.
- Different types of bullying (including online), the impact of bullying, responsibilities of bystanders (primarily reporting to an adult), and how to get help.
- What a stereotype is; how stereotypes can be unfair, negative, destructive or lead to bullying; and how to challenge a stereotype.
- How to seek help when needed, including concerns about violence, harm, or when unsure who to trust.

Online safety and awareness

- That people should be respectful in online interactions, and that the same principles apply online as face-to-face, including where people are anonymous. Strategies for resisting peer pressure to share information and images.
- How to evaluate online relationships and sources of information; risks associated with people they have never met (including impersonation); how to recognise harmful content or contact and how to report it.
- That there is a minimum age for joining social media sites (currently 13).
- The importance of caution about sharing personal information online, including using privacy and location settings.

- That anything shared online might be circulated and cannot be fully deleted everywhere.
- That the internet contains inappropriate and upsetting content; where to go for advice and support when worried about something seen or engaged with online.

Being safe

- What boundaries are appropriate in friendships with peers and others (including online).
- The concept of privacy and its implications; that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them; differences between appropriate and inappropriate or unsafe contact, including physical contact.
- How to respond safely and appropriately to adults they may encounter (including online), including those they do and do not know.
- How to recognise when a relationship is harmful or dangerous; skills for recognising who to trust and who not to trust.
- How to report abuse or concerns (including online) and the vocabulary and confidence needed to do so.
- How to ask for help for themselves or others, and to keep trying until they are heard; where to get advice (family, school and/or other sources).

3. Roles and Responsibilities

Policy development

This policy was produced by the school in consultation with staff, pupils, parents/carers and the governing body/trustees. It reflects statutory guidance and The Story Project curriculum used at Knowleswood Primary School.

Leadership of RSE

RSE education is led by a qualified teacher who is responsible for:

- Overseeing curriculum planning and sequencing
- Ensuring fidelity to The Story Project curriculum
- Delivering staff training and ongoing professional development
- Monitoring the quality of teaching and learning
- Evaluating impact and reporting to senior leaders and governors

RSE education is taught by class teachers and cover supervisors, who receive training and support to deliver the curriculum confidently and effectively.

Senior leadership and governance

RSE education is supported in the:

- **Senior Leadership Team** by the Assistant Head for Curriculum, who provides strategic oversight

- **Governing body/trustees** who ensure statutory compliance and policy approval

Teacher training and professional development

Teachers responsible for teaching RSE receive:

- **Initial induction training** to The Story Project curriculum and pedagogy
- **Online top-up training** to revisit key statutory and pedagogical elements
- Access to **The Story Project Lead Teacher Network Groups** for subject-specific development, resource updates and professional collaboration.

Class teachers

Class teachers are trained to deliver high-quality RSE lessons through The Story Project's structured lesson sequence:

- **Settle:** enabling children to settle into learning and develop self-regulation skills
- **Training:** explicit teaching of emotional literacy and wellbeing skills
- **Objective:** introducing the lesson objective and key language
- **Read:** sharing the carefully chosen story that anchors the learning
- **You:** exploring the objective through discussion, reflection and application in the children's own contexts

Teachers ensure lessons are inclusive, safe, and responsive to the needs of all pupils. Resources (including books) are carefully selected to ensure they are age-appropriate, inclusive and compliant with the Equality Act.

Visitors and external contributors

Visitors are used only to complement, not replace, the PSHE curriculum.

Teachers always:

- Remain responsible for the lesson
- Lead all safeguarding and follow school procedures
- Ensure external input aligns with school policy and PSHE learning intentions

4. Curriculum Design

We follow The Story Project's story-led, spiral curriculum, which:

- Covers all statutory RSE requirements
- Meets additional non-statutory PSHE outcomes
- Embeds safeguarding, consent, online safety, and emotional wellbeing
- Ensures children revisit key themes with increasing depth

- Is fully inclusive, age-appropriate, and matched to the needs of all pupils

How RSE is taught

RSE is an integral part of our whole-school PSHE provision and is embedded throughout The Story Project units covering:

- Families
- Friendships
- Respectful relationships
- Boundaries and consent
- Body autonomy
- Online behaviour
- Bullying (including online)
- Puberty
- Reproduction (Year 6)
- Mental wellbeing

Our RSE programme is planned and delivered through a sequenced curriculum that revisits key themes each year, with increasing depth, ensuring age-appropriate learning and differentiation to meet the needs of all pupils, including those with SEND. Lessons link to and complement learning in other areas of the PSHE curriculum.

Across all key stages, pupils will be supported to develop the following skills:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

Skills and knowledge will be taught in an age-appropriate way. Teaching methods combine sharing information with facilitated discussion and exploration of issues and values.

Lessons are delivered by school staff however the school will be supported by the expertise of external specialist such as the School Nurse where this enhances learning.

Content will be made accessible to all pupils, including those with special educational needs or disabilities (SEND), by making need and age-appropriate adaptation to materials; TA support according to assessed need, use of assistive technology or communication aids and in some cases the use of specialist organisations where a child may be at risk due to their vulnerability.

Inclusivity

We ensure RSE is inclusive of all pupils by:

- Reflecting , valuing and celebrating our diverse families and communities
- Representing protected characteristics through literature

- Adapting activities for SEND needs
- Ensuring all teaching upholds the Equality Act (2010) ensuring respect for the protected characteristics (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity)

Assessment

Teachers assess learning through discussion, activities, and observation. Assessment informs future planning and ensures that learning is matched to the needs of our pupils. An overview of learning in each key stage and year group is available for reference.

5. A Safe Learning Environment

We ensure a safe learning environment by:

- Establishing ground rules collaboratively with pupils at the start of lessons, so everyone understands expectations for respect and confidentiality
- Using distancing techniques through stories and literature to explore sensitive topics safely, allowing children to engage without personal disclosure
- Ensuring pupils' questions are answered factually, sensitively, and in an age-appropriate way
- Allowing pupils to ask questions anonymously, for example through question boxes or written notes, to support engagement and confidence

Handling questions:

Children and young people may ask questions about relationships, sex or sexuality that go beyond the planned curriculum or that might be related to sex education from which they have been withdrawn. We will answer in a way that is sensitive to family and faith backgrounds, appropriate to age and understanding, and consistent with this policy and our scheme of work. This may necessitate to the teacher explaining that the question will be answered privately, may be directed to a trusted adult at home or through one-to-one or small group discussion. Parents may be contacted for guidance where appropriate.

If a child is withdrawn from Sex Education, teachers provide alternative supervised activities and ensure the child still receives all required science curriculum content.

6. Safeguarding

Safeguarding is central to our approach to Relationships and Sex Education (RSE). Our RSE policy supports the school's wider safeguarding framework and is informed by statutory guidance, including *Keeping Children Safe in Education* (DfE, 2025), as well as other relevant school policies and guidance on child protection, online safety, and wellbeing.

Safe and effective practice

- Child protection, safeguarding, and confidentiality protocols ensure that RSE is delivered safely and that pupils are supported appropriately.
- Teachers are aware that discussions in RSE lessons can sometimes lead to disclosures of safeguarding concerns. In such cases, they will follow the school's safeguarding procedures and consult the designated safeguarding lead (DSL) immediately.
- Pupils considered to have particular vulnerabilities or who may be at risk are supported according to individual safeguarding plans and the school's safeguarding policies.

Visitors and external agencies

- External visitors and agencies supporting RSE are briefed on the school's confidentiality and safeguarding protocols before the lesson.
- They are required to follow the school's approach to RSE and will not be left alone with pupils.
- If a visitor or external agency receives a disclosure from a pupil, they must report it immediately to the class teacher or DSL in line with the school's safeguarding procedures.
- Protocols for inviting visitors include prior approval from the PSHE/RSE lead and the DSL, with clear guidance on safeguarding responsibilities and expectations.

Links to other policies and curriculum areas

Our RSE policy complements and links to other school policies and curriculum areas, including:

- Safeguarding and child protection policy
- Online safety policy
- Anti-bullying policy
- PSHE
- At Upper Key Stage 2, the science curriculum includes teaching about changes to the human body as it grows from birth to old age. This remains statutory.

By embedding safeguarding within RSE, we ensure that pupils can explore sensitive topics in a safe environment, receive support if needed, and understand how to seek help both in school and beyond.

7. Openness with Parents and Carers

We work in close partnership with parents and carers to ensure they are fully informed about our RSE programme.

- The RSE policy is available to parents through the school website and on request from the school office.
- Parents are informed when RSE units will be taught and of the books and materials used.
- We provide opportunities for parents to view lesson plans and resources in school, and offer additional guidance and support where needed.
- We are committed to openness with parents through regular communication, parent meetings, and information sessions.
- Governors contribute to the RSE policy and are kept informed about the curriculum through reports and consultations.
- Pupil voice is used to review and tailor our RSE programme to match the different needs of pupils.

We consult with parents on any policy changes and provide opportunities for discussion to ensure they understand and support what is being taught.

8. Right to Withdraw

Parents have the legal right to withdraw their child from **Sex Education** (Year 6 *Making a Baby* lessons) but **not** from Relationships or Health Education or any part of the science or statutory health curriculum.

Requests should be submitted in writing to the Headteacher. Parents will be invited to discuss the request.

Clarification of what is not part of Sex Education

The Department for Education makes a clear distinction between what is statutory and what parents may request to withdraw their child from.

Puberty

Learning about puberty is part of **statutory Health Education**. All pupils must learn:

- the changes that happen to the body during puberty
- how to manage these changes
- how to maintain physical and emotional wellbeing

Parents **cannot withdraw** their child from these lessons.

Science curriculum

The national curriculum for science requires pupils to learn:

- the basic stages of the human life cycle
- how humans grow and change
- the biological facts of human reproduction

These lessons are part of **statutory science** and therefore **cannot be withdrawn**.

Sex Education (non-statutory)

At Knowleswood, the only non-statutory Sex Education content is taught in Year 6 (our 'Making a Baby' lesson). Parents do have the right to request withdrawal from this lesson only.

9. Review

This policy will be reviewed annually by the Head Teacher or sooner if:

- National guidance changes
- The Story Project curriculum is updated
- Significant feedback arises from stakeholders
- Monitoring identifies the need for revision


This will ensure the policy remains up to date, reflects best practice, and continues to meet the needs of pupils, families and the wider school community.

For further parent information please follow the link to see the Department for Education's parent guide:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf

Appendix 1 – RSE Curriculum Map (The Story Project)

Being a Good Friend

<p>Being a Good Friend))</p> <ul style="list-style-type: none"> • Meeting new people • Tolerance and racism • Bullying • Peer pressure • Respect • Balancing our own needs with others • Who to talk to when children are worried about a friend 		<p>In the theme 'Being a Good Friend', children learn the importance of respecting themselves and those around them. This includes how to deal with conflict, loneliness, emotions related to relationships so that they can effectively deal with conflict and foster healthy, happy friendships as they grow up.</p> <p>Progression</p> <p>In EYFS, children begin to explore what makes themselves and others happy; thinking about how their actions affect others. They learn about family relationships and what different families might look like.</p> <p>This progresses in Key Stage One, where children dig into concepts such as bullying, tolerance and loneliness. KS1 children take a more detailed look at the impact of characters' actions, needs and emotions on other people.</p> <p>By Key Stage Two, topics such as peer pressure, respect and a further look at bullying give children the opportunity to discuss how and why this might happen. Family relationships are explored more deeply here, particularly how people's needs can be different and how that can be complicated.</p> <p>Children learn about what to do if they are concerned about a friend or how a friend is making them feel throughout the theme.</p>				
'Being a Good Friend' covers skills from the statutory and non-statutory guidance:						
Statutory RSHE Caring Friendships Respectful Kind Relationships			Non-Statutory PSHE Managing Hurtful Behaviour and Bullying Respecting Self and Others			
Skills from the 'Being a Good Friend' theme are found in these units:						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Jar of Happiness • The New Small Person • Barbara Throws a Wobbler • Luna Loves Library Day • Here We Are 	<ul style="list-style-type: none"> • The Friendship Bench • Angry Arthur • Morris the Mankiest Monster • Peace at Last • Look Up 	<ul style="list-style-type: none"> • The Girl at the Front of the Class • Ravi's Roar • The Girl Who Never Made Mistakes 	<ul style="list-style-type: none"> • The Hundred Dresses • Ossiri and the Bala Mengro • Ruby's Worry • Hundred Dresses 	<ul style="list-style-type: none"> • This Moose Belongs to Me • The Tunnel • Mama Miti 	<ul style="list-style-type: none"> • The Colour Thief • The Boy Who Grew Flowers • Ritu Weds Chandni • Ada's Violin • Mum and Dad Glue 	<ul style="list-style-type: none"> • Marcus Rashford • Mary Earps • Sunny Side Up

Celebrating Families

Celebrating Families



- Siblings and babies
- Family heritage and culture
- Different types of families
- Weddings and divorce
- Loss and grief
- Times of change
- What to do if a family member is making children feel uncomfortable

In the theme '**Celebrating Families**', children read about all different kinds of families. The theme looks at love and tolerance, celebrating what makes families so special and what to do if they are worried about their family. This theme has some cross over with 'Being a Good Friend'

Progression

Children start this theme by learning about the fun things they do with their families. In EYFS there is also a gentle nod to different types of families and an opportunity to discuss what having a new baby sibling is like.

As children move into Key Stage One, they begin to look at changes within families as well as how families show love to each other. Children think about grief in an age-appropriate way.

In Key Stage Two, children are invited to think in more depth about heritage, bullying and varied family situations. Year 5 gives children the chance to talk about the concept of marriage, with the opportunity to discuss different opinions about marriage around the world. And by Year 6, children can talk confidently about consent and pressure within a family dynamic.

Children learn about what to do if they are concerned about a family member or how a family member is making them feel throughout the theme.

'Celebrating Families' covers skills from the statutory and non-statutory guidance:

Statutory RSHE
Families and People Who Care for Me

Non-Statutory PSHE
Safe Relationships

Skills from the 'Celebrating Families' theme are found in these units:

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Luna Loves Library Day • The New Small Person 	<ul style="list-style-type: none"> • My Big Fantastic Family 	<ul style="list-style-type: none"> • Grandad's Camper 	<ul style="list-style-type: none"> • On a Magical Do Nothing Day • Ossiri and the Bala Mengro • Ruby's Worry 	<ul style="list-style-type: none"> • The Proudest Blue 	<ul style="list-style-type: none"> • The Colour Thief • Ritu Weds Chandni • Mum and Dad Glue 	<ul style="list-style-type: none"> • Sunny Side Up

Looking After My Body and Mind

Looking After My Body and Mind

- Understanding and dealing with emotions
- Mindfulness techniques
- What makes children feel good
- Mental health issues
- Bullying
- Healthy lifestyles
- Food and cooking



The theme '**Looking After My Body and Mind**' is the biggest part of The Story Project curriculum. This is because the theme looks at self-care, emotions and wellbeing. The theme incorporates both physical and mental health, ensuring children learn a range of skills to help them develop as happy and healthy human beings. This theme can be found in the Settle and Training activities of every lesson in our curriculum, as well as in a variety of units.

Progression

In EYFS children begin by looking at what makes them happy and unhappy, thinking about key strategies to help with this. EYFS also learn about foods and healthy lifestyles; forming a strong foundation of how to look after our bodies.

In Key Stage One, these ideas are developed with stories that explore what happens when children don't look after themselves. The books look at how children deal with negative emotions and what to do during difficult times, such as loss and change.

By the end of Key Stage Two, children learn about the effect of harmful substances on the body and more complex mental health issues such as depression. Coping with change is further developed in KS2, as well as a deeper look at active lifestyles.

What to do if children need support with their mental or physical health is covered throughout this theme.

'Looking After My Body and Mind' covers skills from the statutory and non-statutory guidance:

Statutory RSHE
General Wellbeing
Physical Health and Fitness
Healthy Eating

Non-Statutory PSHE
Healthy Eating
Healthy Lifestyles
Mental Health

Skills from the 'Looking After My Body and Mind' theme are found in these units:

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • The Jar of Happiness • Barbara Throws a Wobbler • Oliver's Vegetables • Here We Are 	<ul style="list-style-type: none"> • Peace at Last • Angry Arthur • The Friendship Bench • Morris the Mankiest Monster • My Big Fantastic Family 	<ul style="list-style-type: none"> • Ravi's Roar • Grandad's Camper • The Girl at the Front of the Class 	<ul style="list-style-type: none"> • On A Magical Do Nothing Day • Ruby's Worry • No Money Day • The Hundred Dresses • Ossiri and the Bala Mengro • Faruq and the Wiri Wiri 	<ul style="list-style-type: none"> • The Grand Hotel of Feelings • The Proudest Blue 	<ul style="list-style-type: none"> • The Colour Thief • The Boy Who Grew Flowers • Ada's Violin • Mum and Dad Glue 	<ul style="list-style-type: none"> • Mary Earps • Marcus Rashford • Sunny Side Up

Keeping Safe

Keeping Safe



- Boundaries and privacy
- Emergencies
- Asking for help
- Health
- Worries and what to do about them
- Mental health and staying safe
- Drugs and alcohol
- Consent

In the theme '**Keeping Safe**', children learn about how to look after themselves in a variety of situations. The topics covered ensure children know what to do and who to speak to if they are worried or feel unsafe.

Progression

Children begin this theme by learning about feelings and actions. Caring for others, how to get help and introductory conversations about calling 999 also start here.

As children move into Key Stage One, they begin to look more closely at privacy and consent. They also look at ways to keep their bodies safe, what to do if they are worried and how to decide if somebody is trustworthy. Road, fire and some elements of online safety are covered in this key stage.

By the end of Key Stage Two, children can talk about how their mental health also impacts their safety and how to stay safe in a variety of contexts such as railways and water with further conversations about emergencies. Children delve deeper into topics around peer pressure, dares and consent, as well as looking at drugs, alcohol and vaping in an age-appropriate way.

'Keeping Safe' covers skills from the statutory and non-statutory guidance:

Statutory RSHE

Being Safe
Drugs, Alcohol, Tobacco and Vaping
Health Protection and Prevention
Personal Safety
Basic First Aid


Non-Statutory PSHE

Drugs, Alcohol, Tobacco and Vaping
Keeping Safe

Skills from the 'Keeping Safe' theme are found in these units:

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Barbara Throws a Wobbler • The New Small Person • Here We Are 	<ul style="list-style-type: none"> • Peace at Last • Morris the Mankiest Monster • Look Up! 	<ul style="list-style-type: none"> • Aliens Love Underpants • Grandad's Camper • Chicken Clicking • Girl at the Front of the Class 	<ul style="list-style-type: none"> • On A Magical Do Nothing Day • Ruby's Worry • Faruq and the Wiri Wiri 	<ul style="list-style-type: none"> • Penguin Pig • This Moose Belongs to Me • The Tunnel • Mama Miti 	<ul style="list-style-type: none"> • The Colour Thief • Mum and Dad Glue • Pizza Face 	<ul style="list-style-type: none"> • Sunny Side Up

Becoming a Global Citizen

<p>Becoming a Global Citizen)))</p> <ul style="list-style-type: none"> • Looking after our planet • Internet safety • Rights of living things • Understanding different viewpoints • Spending habits and different financial situations • Discrimination and stereotypes • Diverse cultures 	<p>In the theme 'Becoming a Global Citizen', children learn how to navigate the modern world. This includes understanding the impact of our lives online, the economic world and our responsibilities as humans.</p> <p>Progression To start the theme, EYFS children start to think about their surroundings, both in their classrooms and more widely. They also learn about respect for different people.</p> <p>Key Stage One learn the basics of online safety and start to look more closely at people different from themselves. In Year 2, children learn about human rights and their self-identity. Children are also given the opportunity to think about value and money.</p>
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As children move into Key Stage Two, they delve deeper in to recognising some of the dangers of the internet. Children are encouraged to consider the ways we can act for good and how this supports our own wellbeing too. They also look at stereotypes and discrimination, with a focus on how these might impact career choices and life.

'Becoming a Global Citizen' covers skills from the statutory and non-statutory guidance:


Statutory RSHE
Respectful, Kind Relationships
General Wellbeing
Online Safety and Awareness
Wellbeing Online

Non-Statutory PSHE
Respecting Self and Others
Economic Wellbeing
Communities
Shared Responsibilities

Skills from the 'Becoming a Global Citizen' theme are found in these units:

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Here We Are 	<ul style="list-style-type: none"> • Angry Arthur • Look Up! 	<ul style="list-style-type: none"> • Ravi's Roar • The Girl Who Never Made Mistakes • Chicken Clicking • Girl at the Front of the Class 	<ul style="list-style-type: none"> • The Hundred Dresses • Ossiri and the Bala Mengro • No Money Day • Faruq and the Wiri Wiri • On a Magical Do Nothing Day 	<ul style="list-style-type: none"> • Penguin Pig • This Moose Belongs to Me • The Proudest Blue • The Moose Belongs to Me • Mama Miti • The Tunnel 	<ul style="list-style-type: none"> • The Colour Thief • Mum and Dad Glue • Pizza Face • The Boy Who Grew Flowers • Ritu Weds Chandni • Ada's Violin 	<ul style="list-style-type: none"> • Mary Earps • Marcus Rashford • Aaron Slater Illustrator • Finding My Voice

Growing Up

		<p>In the theme 'Growing Up', children learn about how their bodies and emotions change over time, as well as how they can develop resilience and aspirations for their futures.</p> <p>Progression In EYFS, children learn about the main parts of the body. They also discuss the arrival of a new baby and how they might help to care for a baby. This begins a thread of conversations about the human lifecycle, including death, which spans the whole curriculum. Furthering this learning, Key Stage One and Two children learn about bodies, puberty, emotions and then reproduction in Year 6. All the learning in this area is done in an age-appropriate way.</p> <p>Concepts such as resilience are covered in many places across The Story Project curriculum, but the idea is given a specific focus in this theme. This helps children to recognise their own strengths and weaknesses, celebrating themselves, what they are good at and giving opportunity to discuss career options by the end of Key Stage Two. Transition to high school finishes the theme, paving the way for children to think about their next step.</p>				
'Growing Up' covers skills from the statutory and non-statutory guidance:						
Statutory RSHE Developing Bodies			Non-Statutory PSHE Resilience Ourselves Growing and Changing			
Skills from the 'Growing Up' theme are found in these units:						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> The New Small Person Here We Are 	<ul style="list-style-type: none"> My Big Fantastic Family 	<ul style="list-style-type: none"> The Girl Who Never Made Mistakes Grandad's Camper Aliens Love Underpants 	<ul style="list-style-type: none"> Ossiri and the Bala Mengro 	<ul style="list-style-type: none"> The Grand Hotel of Feelings 	<ul style="list-style-type: none"> Pizza Face Ada's Violin 	<ul style="list-style-type: none"> Making a Baby Aaron Slater, Illustrator Finding My Voice

Appendix 2

Parent form: withdrawal from sex education within RSE (Y6 Making babies lesson only)

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			
How do you intend to provide information and guidance on these areas of study at home?			
Parent signature			

Once you have submitted your form, you will be invited to a meeting to discuss your request further with a member of the Senior Leadership Team. We can only confirm that your child will not take part in these lessons once the meeting has taken place.

Agreed actions from discussion with parents	<p>Include notes from discussions with parents and agreed actions taken.</p> <ul style="list-style-type: none"> - Final decision from parent - Alternative arrangements for pupil
Any Further Notes	