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Issued	October 2025		
Approved by	Education Executive Team	Next review	September 2027

Relationships, **Sex**, and Health Education (RSHE) Policy

Rationale and Ethos

At our school, we define **Relationships, Sex and Health Education (RSHE)** as the structured, age-appropriate teaching of physical, emotional, social, and moral development. It is a vital part of our whole-school curriculum and wider pastoral support. Through RSHE, we provide students with the knowledge, understanding, values and skills they need to navigate the complexities of relationships, care for their physical and mental health, and make informed choices that will support their wellbeing throughout life.

The purpose of relationship and sex education is to help and support students through their physical, emotional and moral development. Effective sex and relationship education is essential if students are to make responsible and well-informed decisions about their lives. Decisions students make about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical, emotional, social and cultural development. We recognise that this is not a task for the school in isolation and we seek to work with parent/carers to ensure that the teaching of sex and relationship education reflects their expectations and complements teaching in school and at home.

We believe RSHE is important for our students and school community because it:

- Promotes healthy, respectful relationships, rooted in equality and mutual respect, both online and offline.
- Equips students with the language and confidence to understand and manage their bodies, emotions and experiences.
- Supports students to stay safe, recognise risks, and seek help when needed.
- Builds the emotional intelligence and empathy required for caring friendships and positive interactions.
- Reinforces the importance of consent, personal boundaries, and personal responsibility.

The **overarching principles** of our RSHE curriculum are rooted in the core values of our school and the broader vision of the Anthem Schools Trust, which include:

- **Respect** for ourselves and others
- **Responsibility** for our choices and actions

- **Resilience** in the face of challenge

Aims

The aims of relationships, **sex**, and health education (RSHE) at our school are designed to support the personal development and well-being of all students. Our aims are to:

- Provide a safe and supportive framework in which sensitive topics can be discussed openly and respectfully.
- Prepare students for the physical and emotional changes of puberty, offering clear, accurate information about sexual development and the importance of personal health and hygiene.
- Foster self-respect, self-confidence, and empathy, helping students to value themselves and others.
- Promote a positive, inclusive culture around relationships and sexuality, encouraging respect and understanding for individual choices and identities.
- Equip students with the correct and age-appropriate vocabulary to confidently and accurately describe themselves and their bodies.
- Promote the spiritual, moral, cultural, mental, and physical development of students at the school and of society.
- Prepare students for the opportunities, responsibilities, and experiences of later life.
- Provide knowledge and information which is inclusive and meets the needs of all our students (and their families) including those with protected characteristics.
- Create a positive culture around issues of self-esteem and confidence, relationships and sexuality ensuring gender and LGBT+ equality.
- Help students develop and understand their feelings, behaviours, and emotions and those of others so they can lead fulfilling and enjoyable lives.
- Provide students with the right tools to enable them to seek information and support (both within and outside school) should they need it.
- Help students to develop skills (language, decision making, choice, assertiveness), promoting ambition and aspiration to make the most of their abilities whilst coping with the influences of their peers and the media.
- Recognise and respect themselves and others, the views of others, backgrounds, cultures, values, and experiences.
- Develop skills for a healthier, safer lifestyle to allow them to respect and care for their bodies and be prepared for changes through puberty and adulthood.
- Teach students the correct vocabulary to describe themselves and their bodies, supporting students to keep themselves safe.
- **Teach sex education as part of a wider social, personal, and moral education.**
- **Ensure all students understand reproduction, human sexuality, and sexual health.**
- Provide a framework in which sensitive discussions can take place.

Policy development

This policy has been developed in consultation with staff, Trustees, students, and parents/carers and has been approved by the Executive Education Team.

The policy will be reviewed every two years or sooner if there is a need to respond to any amendments made to the DfE statutory guidance for Relationships, Sex, and Health Education.

Staff, Trustees, students, and parents/carers will be consulted every time the policy is reviewed and will be invited to share feedback through consultations in person and online with all stakeholders being given the opportunity to look at the policy and make recommendations. All feedback will be considered and will help to inform future revisions to the policy and curriculum.

Statutory Requirements

As a primary academy school, we must provide relationship education to all pupils as per section 34 of the [Children and Social work act 2017](#). and relationships and health education in line with the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education DfE Statutory Guidance](#) (Updated September 2021). Please click on the link to access a copy of the statutory guidance. Sex education is not statutory in primary schools.

The guidance was updated in July 2025 and is available to view here: [Relationships and Sex Education \(RSE\) and Health Education statutory guidance \(updated July 2025\)](#) We are required to implement the guidance in school from September 2026.

In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in sections 403, 407, and 407 of the [Education Act 1996](#). We also have regard to legal duties set out in

- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

Sex Education (non-statutory)

Statutory

Currently, the National Curriculum states that the following statutory subject areas be taught through science and relationships/health education:

The main external body parts (including external genitalia).

The human body as it grows from birth to old age (including foetal development and puberty).

Reproduction in some plants and animals.

Non-Statutory

Following consultation with staff, ACC members, parents/carers, and students, we have chosen to include the following non-statutory element of sex education within our curriculum.

Our sex education curriculum complements the statutory components of the Science Curriculum (reproduction in humans – to include learning about the structure and function of the male and female reproductive systems, sexual intercourse, fertilisation, gestation, and birth) and ensures students have the awareness and knowledge they need to keep themselves safe. Our primary sex education curriculum includes a focus on:

- Teaching about the basics of consent (EYFS-Year 6)
- Scientific vocabulary to describe genitalia (EYFS-Year 6)
- Conception (UKS2 **only**)
- Different ways people can have a baby (UKS2 **only**)

Please note: The decision was made to include scientific naming of body parts in order to safeguard all children, giving them the vocabulary in order to report abuse.

Parents/carers have a right to withdraw their children from sex education within the relationships, sex, and health education curriculum; for more information see the 'Right to Withdraw' section within this policy. Parents/carers do not have the right to withdraw their children from the statutory elements of the science curriculum related to sex education or from health education which includes a focus on puberty.

Legislation and supporting guidance.

We used the following legislation and guidance to inform the development of this policy. Click on the hyperlink below to view the document.

- Education Act 1996
- [Learning and Skills Act \(2000\)](#)
- [Children and Social Work Act 2017](#)
- [Keeping Children Safe in Education](#)
- [Equality Act 2010](#)
- [SEND Code of Practice 0 - 25 years \(statutory guidance\)](#)
- [Mental Health and Behaviour in Schools \(advice for Schools\)](#)
- [Preventing and Tackling Bullying \(advice for schools, including advice on cyberbullying\)](#)
- [Promoting Fundamental British Values as part of SMSC in schools](#)

Cross-reference can be made to other Anthem policies to avoid any unnecessary repetition.

These include but are not exclusive of:

- PSHE and Citizenship
- Safeguarding
- Behaviour and Discipline

- Anti-bullying
- Drug and Alcohol

Roles and Responsibilities

The Education Executive Team – will approve the RSHE policy and hold the Headteacher to account for its implementation.

The Trustees – Ultimately have responsibility for the policy.

The Headteacher - is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from (non-statutory/non-science) components of RSHE. (See right to withdraw).

The PSHE Lead – Responsible for monitoring how the RSHE curriculum is being implemented and to provide support for staff to maintain integrity to the curriculum design

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Evaluating the effectiveness of the curriculum
- Reporting progress to parents
- Responding to the needs of individual students

Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSHE by notifying them when sex education is going to be taught and providing alternative lessons for the student where necessary.

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

Class teachers are responsible for teaching at classroom level. This includes: Miss Wroe, Miss Michalke, Mrs Walker, Miss Martin, Miss Cropper and Mrs Wright. Supporting their teaching of RSHE is Charlotte Ridd as PSHE leader.

If you wish to discuss the policy in more detail please talk to Mrs Malam (Headteacher), Miss Ridd (PSHE Lead) or Mrs Wright (UKS2 Lead).

Students are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity, upholding the school's values and Golden Rules.

The PSHE lead is responsible for providing training staff who deliver the RSHE curriculum throughout the year, with a particular focus on the summer term, when the majority of the RSHE curriculum is being taught.

Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary to reflect any issues that may arise in certain year groups, specific classes or based on any common threads reported through safeguarding cases and local issues that arise for the specific area. Alternatively, we also recognise that often individual children may require more support surrounding some of our themes and this requires some flexibility in our approach to teaching RSHE. We have developed the curriculum in consultation with parents/carers, students and staff, considering the age, needs, maturity, SEND needs and feelings of students. If students 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. Staff will be supported through training in being able to answer sensitive questions appropriately.

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. RSHE is explicitly taught as a timetabled subject in our school. Key learning in RSHE is also addressed through cross-curricular links in other subjects. Teachers will deliver the RSHE curriculum in a way that allows students to explore varying viewpoints by ensuring that information is unbiased and impartial.

Relationships education in primary schools will cover: - Families and People who Care for Me - Caring Friendships - Respectful Relationships - Online Relationships (this will be supported by our Computing Curriculum and Project EVOLVE program- Being Safe

To reflect modern society, children will be taught about such things as civil partnerships as an alternative to marriage, preparing for the online world, and unhealthy relationships, including violence, abuse and bullying.

This will be reviewed every two years; amendments may be made following feedback from staff, ACC members, parents/carers, and students or due to changes in statutory guidance.

Our curriculum covers all objectives within the DfE statutory guidance for relationships and health education. The DfE statutory guidance document can be viewed here: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education DfE Statutory Guidance](#) (Updated September 2021).

RSHE focuses on giving students the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

For more information about our RSHE curriculum, see Appendix 1.

We have carefully planned our curriculum to meet the needs of students in our school. We will regularly review and make adaptations to the curriculum to ensure we continue to meet the diverse and ever-

changing needs of our students, or in response to local or global events. You will notice that our RSHE curriculum is a spiral curriculum (key concepts are revisited throughout the curriculum with deepening layers of complexity as students move through the school). We have purposefully designed our RSHE curriculum in this way so that our students can embed their learning of the most important aspects of the curriculum and have dedicated time to practice key skills linked to these very important key concepts. We involve students in their learning by using active learning methods and these include but are not limited to role play, scenarios, discussions, debates, problem-solving.

Inclusivity and Equality

All schools have a duty under the Equality Act (2010) to ensure that no child is disadvantaged because of their protected characteristic which includes: age, gender, race, disability, religion and belief, sexual orientation, gender reassignment, marriage, and civil partnership.

The DfE guidance states that *“at the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson.”*

Teachers should be aware that children will come from a variety of different family and cultural backgrounds, and should take this into account when preparing lessons.

Please note: 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). We embrace diversity within society and families, and ensure it is not just embedded, but celebrated within the ethos and culture of our school.

Every student can see themselves reflected in the curriculum content, the resources, and the school environment. We work hard to ensure that all families in our school community feel valued and diversity is celebrated.

The RSHE curriculum and resources may be adapted and differentiated to meet the specific needs of students with special educational needs (SEND) and learning may be scaffolded to ensure all lessons are inclusive. Teachers will seek specialist advice from the SENCO when required.

Where appropriate, students may receive additional support from a T.A. to ensure that learning of key concepts is secure. This could include pre-teaching of key concepts or vocabulary or follow-up individual/group work after the weekly lesson has taken place.

Teachers, with support from the SENCO, will consider whether it is appropriate for targets linked to the RSHE curriculum to be included within students' Education Health Care Plans (EHCPs).

Creating a Safe Learning Environment

Teachers create a safe learning environment by ensuring that all children's values and beliefs are considered as are the 9 protected characteristics and British Values. Staff will offer the children

opportunities to ask questions in a confidential environment according to our safeguarding policy. Where appropriate, question boxes will be made available to raise questions anonymously that will be responded to at a later date. If a member of staff is unsure of how to answer a question, they will refer to the PSHE lead for guidance. Appropriate training is given to all staff members in relationship to managing disclosures or safeguarding concerns that arrive during RSHE lessons.

Teachers will establish ground rules with children throughout the year and these will be reiterated prior to all lessons delivered. Teachers ensure that ground rules are inclusive and understood by all children.

Teachers will use distancing techniques; these may include drama, roleplay, scenarios, and use of video clips. Distancing techniques put a space between a difficult subject and an individual student so that the question does not become, ‘what do you think?’ but ‘what might they think?’ instead. It enables tricky questions to be answered and supports students to debate and disagree without anyone feeling personally compromised.

All staff teaching RSHE know that they can access support from the RSHE Lead, SENCO, and Safeguarding Lead if they are faced with difficult questions from students, upcoming topics that may be triggering for some students, questions about how to ensure lessons are fully inclusive or following a safeguarding disclosure.

Safeguarding

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. All staff are aware of the school safeguarding procedures; and this procedure will be followed in the case of a student making a disclosure or any member of staff/school visitor raising any concerns about student welfare.

Teachers delivering RSHE regularly check with the Safeguarding Lead whether there are any students in the class that are more vulnerable, or likely to be more affected by the lesson content. The Safeguarding Lead may give the teacher advice or provide additional support to the student as appropriate. This may include a student accessing the lesson content on a 1:1 rather than whole-class basis.

Any visitors delivering RSHE will be made aware of the safeguarding procedures and are expected to report any concerns to the appropriate member of staff.

Visitors/external agencies which support the delivery of RSHE will be required to ensure that any speakers, tools, and resources used comply with this policy.

We will ensure that we only work with visitors/external agencies where we have full confidence in the agency/visitor, its approach and the resources used.

We will ensure:

- We are clear about what the visitors/agency are going to say.
- We are clear on their position on issues to be discussed.
- All resources to be used within the session have been checked and agreed by the RSHE Lead

We will:

- Ensure that a teacher always remains in the session with the visitor/agency.
- Remind teachers that it is their responsibility to stop a session if any element of the session does not meet with the school RSHE policy.

Parents and Carers

We recognise the importance of working in close partnership with parents/carers to deliver safe and effective relationships, sex and health education. Parents/carers were consulted during the development of this policy.

The policy is available via the school website.

- We will notify parents and carers when RSHE lessons focusing on the changing adolescent body and sex education will be taught via letter on BROMCOM communications.
- As part of our whole school approach to RSHE, parent/carer information sessions and opportunities to view the materials used will be offered annually when letters have been sent out or at any other time of the year, dependent on parent/carer feedback
- Parents/carers will be able to share feedback when this policy is reviewed.

Right to Withdraw

Parents do not have the right to withdraw their children from relationships or health education (which includes a focus on puberty). There are elements of sex education included within the statutory Science Curriculum. Parents/Carers do not have the right to withdraw their children from the statutory elements of the science curriculum related to sex education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSHE. This includes just the lessons focussed on conception and birth, delivered in UKS2.

Requests for withdrawal should in the first instance be directed to the Headteacher. An informal meeting will be set up to discuss parent/carer concerns. In the instance of a parent/carer deciding to withdraw their child from sex education, advice will be offered to support parents/carers to enable them to have positive conversations about sex education at home when they feel the time is right. An alternative plan for the student's time when the teacher is delivering sex education will also be agreed. This may include alternative work being given to a student to complete during this time or temporarily joining and taking part in learning within a different class group. Parents/carers will be asked to complete a *Request to Withdraw* form which will be held on the students' file to ensure all teachers know that the student does not take part in sex education lessons unless the form is removed at a later date with parent/carer permission.

Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance.
- Are aligned with our school ethos and values.
- Would support students in applying their knowledge in different contexts and settings.
- Are age-appropriate, given the age, developmental stage and background of our students.

- Reflect diversity to include the 9 protected characteristics.
- Are unbiased and balanced in their presentation.
- Are evidence-based and contain robust facts and statistics.
- Fit into our curriculum plan.
- Are from credible sources.
- Are compatible with effective teaching approaches.
- Are sensitive to students' experiences and won't provoke distress.
- Resources and lesson plans are adapted and differentiated for students with SEND.
- Resources are reviewed and updated regularly to ensure they are current.

Evaluation, Monitoring and Assessment for Learning

The delivery of RSHE in our school is monitored by class teachers and the RSHE Lead as part of our internal assessment systems through:

- Learning walks
- Monitoring of curriculum coverage in each year group
- Book scrutinies
- Pupil feedback
- Staff feedback –
Parent/carer feedback
- Staff training needs (identified from line/performance management)
- Resources
- School trends
- Local data trends

Students' development in RSHE is monitored by class teachers as part of our internal assessment systems and any changes made will be communicated to parents.

The effectiveness of the curriculum and whether planned outcomes have been achieved will be evaluated by the RSHE Lead and Curriculum Lead.

Assessment of student learning includes formative and summative assessment; this assessment will inform future curriculum planning and delivery.

Students will have opportunities to review and reflect on their own learning throughout their lessons.

Student voice will be influential in adapting and amending planned learning activities through lesson feedback, student survey and teacher assessment of needs of their class, based on student feedback.

Teachers will ensure that the learning objectives have been met by using a variety of summative and formative assessment.

Parents will be notified of progress through parent's evenings and reports.

Review

This policy will be reviewed by the Trust every two years unless statutory changes, or feedback from consultation suggests otherwise. At every review, the policy will be approved by the Education Executive Team.

This policy will be reviewed in July 2026 and updated in line with the new requirements from the updated RSE and Health Education statutory guidance (July 2025).

- **Appendix 1 – Lincoln Carlton Academy curriculum documents**
- **Appendix 2 – Visitors' policy**
- **Appendix 3 – Parent/carer form - withdrawal from sex education**

Appendix 1: Curriculum Documents for PSHE/RSHE

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school themes	<i>Jeans for Genes (13th-19th Sept)</i> <i>Black History Month (1st Oct-30th Oct)</i>	<i>Remembrance Day (11th Nov)</i> <i>Anti-Bullying Week (11th-19th Nov)</i>	<i>Sport Relief (17th Feb-17th March)</i> <i>Children’s Mental Health Week (Fe 1st-7th)</i> <i>LGBT Month 1st Feb-28th Feb)</i>	Autism Awareness (4 th -29 th April)	Deaf Awareness Week (4 th May-9 th) Mental Health Awareness Week (May 10 th -16 th)	RSE Day (June 24 th)
EYFS PSED links in green	<u>Living in the wider world (Link to starting school/life at school)</u> -Why do we need rules? -Our Golden Rules and Values at LCA (link to caring friendships: taking turns and sharing) -To identify people who love and care for them -To know and say what I am good at (managing self, building relationships) <u>Recognising emotions:</u> -2 point scale -MH: Red and Green card (ok and not ok). -MH: recognising and naming emotions/feelings and knowing our	<u>Relationships: Caring Friendships:</u> -Listening well to others when learning and playing - What makes a good friend -how to solve conflicts – listening and asking for help -bullying is not acceptable -ask for help if a friend is making them unhappy/worried -kind/unkind behaviour -to know our behaviour can affect others (building relationships) <u>Recognising emotions:</u> -Recognise others may not feel the same feelings at the same time	<u>Recognising emotions:</u> -to recognise and use some strategies when feeling not ok (red) (self regulation) <u>Health and mental wellbeing</u> To know that living things have needs - Caring for animals (link back to handwashing and protecting ourselves from coughs and sneezes and how germs spread quickly) (self regulation) <u>Preventative Education:</u>	<u>Preventative Education:</u> <u>Stranger Danger</u> -Who keeps us safe? -What is the definition of a stranger? -Introduce the concept of good strangers and bad strangers -people who help us vs real strangers -strategies to use in response to a stranger <u>Ringling 999 for an emergency</u> (managing self) <u>Road Safety</u> -how to cross the road safely/the dangers/ a safe place to cross.	<u>Preventative Education:</u> - <u>Preventative Education:</u> -What are the posters in school for? Who are our safeguarding leads in school? Who to tell and who can help? -NSPCC Pants Rule/song -Name main body parts, including genitalia. -To know that parts of our bodies are private -To begin to understand appropriate and in appropriate touch	<u>Recognising emotions:</u> -Setting simple goals: what do I want to achieve in Year 1? -Prepare for transition to Year 1 – moving on and dealing with changes. -To know about change and feelings associated with this (self regulation) <u>Relationships: caring friendships</u> Winning/losing – Sports day Challenging gender stereotypes (toys for example) (building relationships)

<p>emotions/feelings can change -When do I feel happy? - What makes me sad? (self regulation)</p> <p><u>Relationships: Caring friendships:</u> -Forming friendships with peers -Building relationships with adults (building relationships)</p> <p><u>Health and Mental Wellbeing</u> -Personal Hygiene – Handwashing and the spread of diseases. -washing hands after the toilet/before lunch -protecting ourselves from coughs and sneezes (how germs spread quickly) (managing self)</p> <p><u>Culture at Carlton:</u> -Individuality - my identity – what makes me, me! -Similarities and differences (appearance, race, culture, skin colour, disabilities, families) (managing self)</p>	<p>-recognise how others may be feeling (empathy/sensitivity) (self regulation)</p> <p><u>Health and Mental Wellbeing</u> -Oral health and looking after our teeth – visiting the dentist -healthy eating and drinking (managing self)</p> <p><u>Preventative Education:</u> -What are the posters in school for? Who are our safeguarding leads in school? Who to tell and who can help? -NSPCC Pants Rule/song -Name main body parts, including genitalia. -To know that parts of our bodies are private -To begin to understand appropriate and in appropriate touch -To know it is important to say if something makes you unhappy/worried (not ok/red). -Introduce the term ‘privates’ and ‘privacy. and explore meanings.</p>	<p>- Keeping safe around animals/pets - dog bite safety -Keeping myself healthy and safe within the home – medicine safety (managing self)</p> <p><u>Preventative Education:</u> -What are the posters in school for? Who are our safeguarding leads in school? Who to tell and who can help? -NSPCC Pants Rule/song -Name main body parts, including genitalia. -To know that parts of our bodies are private -To begin to understand appropriate and in appropriate touch -To know it is important to say if something makes you unhappy/worried (not ok/red). -Recap on ‘privates’ and ‘privacy (managing self)</p>	<p>-Links to our crossing patrol member of staff (managing self)</p> <p><u>Getting Lost</u> -What should you do if you get lost? -Ways to stay safe – stay close to a grown up, hold hands (strategies to prevent getting lost) (managing self)</p>	<p>-To know it is important to say if something makes you unhappy/worried (not ok/red). -Recap on ‘privates’ and ‘privacy (managing self)</p> <p><u>Relationships: Understanding our emotions:</u> Resolving conflict -to know and use some strategies. - How can I be a good friend? -Resolving fall outs and arguments -fair and unfair -understanding other people’s feelings -How our behaviour affects others (self regulation)</p> <p><u>Relationships: Caring friendships:</u> -To know which groups they belong to –school planet teams (sports day)</p>	<p><u>Preventative Education:</u> Water safety: keeping safe around water. Sun safety: keeping safe in the sun Expect respect toolkit (domestic violence) (managing self)</p>
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	<p>Preventative Education: -What are the posters in school for? Who are our safeguarding leads in school? Who to tell and who can help? -NSPCC Pants Rule/song -Name main body parts, including genitalia. -To know that parts of our bodies are private -To begin to understand appropriate and in appropriate touch -To know it is important to say if something makes you unhappy/worried (not ok/red). (managing self)</p>	<p>(managing self)</p> <p>Preventative Education: Basic first aid -People Who Help Us -The emergency services (include numbers to dial) - what to do if I needed to call an ambulance/police etc...? (managing self)</p> <p>On-line safety: how to stay safe online. What does this look like? What to do when we aren't safe? Strategies if they feel worried online (managing self)</p>			<p>- to know how to play and work cooperatively. (building relationships)</p> <p>Caring for our environment – litter/picking up litter/ what happens when there is litter everywhere? How can we help our environment? (self regulation)</p> <p>Health and mental wellbeing To know that living things have needs – caring for plants and minibests</p>	
Year 1	<p>Relationships: Families and People who care for me -Being part of a family/social group -What groups do I belong to? -Who are the special people in my life? How do they make me feel? How do they care for me? -What is a family?</p>	<p>Relationships: Anti-Bullying Week -Caring friendships – Recognise what is fair and unfair, kind, and unkind, right, and wrong. -If someone is unkind, how should you respond and who should you tell? -Recognise that bodies and feelings can be hurt. -Discrimination: what is it and what does it look like?</p>	<p>Health and Mental Wellbeing: Expressing our emotions Describe good and not so good feelings and develop simple strategies to manage them? How can you communicate your feelings to others? What do you do if others show you their feelings and how should you respond?</p>	<p>Preventative Education: Basic first aid Who would you contact in case of an emergency? Teach the children when and how to dial 999. Look at the dangers associated with prank calls. What is an emergency?</p>	<p>Living in the Wider World -Caring for our local environment -Caring for our planet including plants and animals. -How do I keep safe in my community? -Recycling challenge</p>	<p>Health and Mental Wellbeing What constitutes a healthy diet? How can a healthy diet be maintained? What can we do to stay healthier?</p> <p>Health and Mental Wellbeing <i>Re-cap: Personal Hygiene – The importance of</i></p>

<p>-How are families different? Common features of a family.</p> <p><u>Prevention Education</u> Who are our safeguarding leads in school? Who can help?</p> <p><i>-Recap: when do I know a person isn't safe for me?</i></p> <p>-Who should I tell if I feel worried or unhappy about something to do with my family?</p> <p>Relationships Online (Evolve) <i>Self-Image and Identity</i></p> <p>-What do relationships look like online?</p> <p>If something happens that makes me feel sad or worried, un-comfy or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p>	<p>Look at different forms: race, disability, gender etc...</p> <p>-How can we stop discrimination from happening. What part can we play?</p>	<p><u>Preventative Education: Being safe</u></p> <p>Who are our safeguarding leads in school? Who can help?</p> <p><i>RE-cap NSPCC Pants</i></p> <p><i>- re-cap on our privates are private (Pants rule).</i></p> <p><i>-correct names for genitalia</i></p> <p>Understand what is meant by privacy, their right to keep things private and the importance of respecting the privacy of others.</p> <p>-Start to look at differences between boys and girl's bodies (body map)</p> <p>-respecting privacy and personal boundaries</p> <p>-The difference between secrets and surprises and keeping adult secrets</p> <p>-Who can help me when I feel unsafe?</p>	<p>Do you know your address?</p> <p><u>Preventative Education:</u></p> <p>Understand that some household products, including medicines, can be harmful if not used properly.</p> <p><u>Living in the Wider World</u></p> <p>-Caring for our school environment-showing responsibility and respect</p>	<p><u>Preventative Education: Stranger Danger</u></p> <p>Who are our safeguarding leads in school? Who can help?</p> <p>Revisit the definition of a stranger.</p> <p>What should you do if you get lost?</p> <p>Introduce the concept of a safe building – bank, post office, library, shop, doctor's surgery</p> <p><u>Online safety and strangers (Evolve):</u> -</p> <p>Keeping safe from strangers online: I can explain the rules to keep myself safe when using technology in both the home and beyond.</p>	<p><i>handwashing and the spread of diseases.</i></p> <p>-Oral care: the importance of keeping our teeth clean.</p> <p>-How to brush my teeth well?</p> <p><u>Recognising emotions:</u></p> <p>-Setting simple goals: what do I want to achieve in Year 2?</p> <p>-Prepare for transition to Year 2 – moving on and dealing with changes.</p>
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<p>Year 2</p>	<p><u>Relationships: Families and people who care for me/Respectful relationships</u> Who are our safeguarding leads in school? Who can help? -People who look after us -Special people -What makes them special? -How do those people make us feel? -Dealing with uncomfortable feelings when it might be someone in your family. -Who can I tell? Who can help me?</p>	<p><u>Relationships Anti-Bullying Week Caring friendships/respectful relationships</u> Recognise that your behaviour can affect other people. Recognise different types of bullying and teasing and understand these are unacceptable. Consider strategies to resist bullying or teasing, responsibilities as a bystander and who to tell. -Being a good friend -friendships break downs and resolving conflict -feeling associated with this</p> <p><u>Online Bullying (Evolve):</u> -What is bullying online? What does it look like? -How bullying online can make someone feel. -How can I get help?</p>	<p><u>Health and Mental Wellbeing Physical Health and Fitness</u> What are the mental and physical benefits of an active lifestyle? Why is it important to build regular exercise into daily and weekly routines and how can this be done? What are the consequences of an inactive lifestyle and who would you speak to if you were worried about your health?</p> <p><u>Health and Prevention</u> Sleep – Why is it important to get sufficient good quality sleep and how do poor sleeping habits affect weight, mood, and ability to learn? What hinders sleeps (sugary foods, technology before bed etc...).</p>	<p>Preventative Education -antisocial behaviour -Recognise that we have a shared responsibility for keeping ourselves and each other safe – Know when to say yes or no and when to ask for help or tell.</p> <p><u>Basic first aid</u> Who would you contact in case of an emergency? Teach the children when and how to dial 999. Look at the dangers associated with prank calls.</p>	<p><u>Living in the Wider World</u> Contributing to the life of the class What does everyone bring to the class? What is your role?</p> <p><u>Living in the Wider World</u> Spending and saving Setting a budget Bank Accounts Pocket Money</p> <p><u>Living in the Wider World and having an Online Reputation (Evolve):</u></p> <ul style="list-style-type: none"> • I can explain how information put online about someone can last for a long time. • I can describe how anyone's online information could be seen by others. • I know who can talk to if 	<p><u>Preventative Education: Being safe</u> Who are our safeguarding leads in school? Who can help? Know the difference between secrets and nice surprises and the importance of not keeping any secret that makes you feel uncomfortable or anxious. -Truth and lies -Adults secrets and surprises and the difference</p> <p>Sun and water safety <u>Recap: NSPCC PANTS Rules</u></p> <p><u>Relationships</u> Coping with change and loss – transition to Year 3</p> <p><u>Recognising emotions:</u> -Setting simple goals: what do I want to achieve in Year 3?</p>
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					<p>something has been put online without consent or if it is incorrect.</p>	<p>-Reflection of time in Year 2</p>
<p>Year 3</p>	<p><u>Relationships: Families and People who care for me</u> Who are our safeguarding leads in school? Who can help? Recognise the different types of relationships – acquaintances, friends, relatives, and families -consider how people are different – respect differences and know that all families are built on love and care. -forms of abuse specifically domestic abuse</p>	<p><u>Relationships: Anti-Bullying week Caring friendships</u> -Discrimination and prejudiced (explore) -What is bullying, and ways people can bully others -How can it affect others -coping with peer pressure: what is it and how to deal with it -Develop strategies to solve disputes and conflict through negotiation and appropriate compromise <u>Online Bullying (Evolve):</u></p> <ul style="list-style-type: none"> I can describe appropriate ways to behave towards other people online and why this is important I can give examples of how bullying behaviour could 	<p><u>Preventative Education:</u> Who are our safeguarding leads in school? Who can help? Recap: privacy -Link to our own privates/genitals -link to keeping things private and respecting privacy -an awareness of bodily differences - appropriate and inappropriate touch (boundaries) -What is appropriate and inappropriate touching? -How to ask for help if needed? -How do I report inappropriate touching/behaviours? -anti-social behaviour</p>	<p><u>Health and Mental Wellbeing</u> How do you make informed choices (consider the positive, negative, and neutral consequences of a choice) and begin to understand the concept of a balanced lifestyle? <u>Food choices</u> What are the consequences of an inactive lifestyle (including obesity) and who would you speak to if you were worried about your health? Topical discussion: portion sizes/fast food <u>Preventative Education: Basic First Aid</u> Asthma – what is it and what should you</p>	<p><u>Health and Mental Wellbeing</u> Mental wellbeing is a normal part of daily life, in the same way as physical health. What positively and negatively affects physical, mental, and emotional health? Who should you turn to if you need support for your mental health? <u>Health and well-being Online (Evolve):</u></p> <ul style="list-style-type: none"> Spending too much time on technology and how this can have a negative impact on your mental wellbeing. 	<p><u>Living in the Wider World</u> Rules and Laws Human Rights United Nations Declaration of the Rights of a Child Why and how do laws protect us? -What are our duties in school, at home and in our community linked to the above? -Working towards a shared goal (link to LCA, our community and globally)-</p>

		<p>appear online and how someone can get support.</p> <ul style="list-style-type: none"> • Explain why identify online is important and how you present yourself. • Look at how identify can be changed by others and the harm it can have/create. 	<p>Online Reputations (Evolve): Links to privacy</p> <ul style="list-style-type: none"> • I can explain how to search for someone online • I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing personal things. • I can explain who someone can ask if they are unsure about putting something online 	<p>do if you suspect someone is having an asthma attack? Choking – what to do if someone is choking?</p>	<p>Preventative Education: Who are our safeguarding leads in school? Who can help?</p> <p>-an awareness of bodily differences -Bodily changes (brief descriptions in prep for year 4) - appropriate and inappropriate touch (boundaries) -What is appropriate and inappropriate touching? -How to ask for help if needed?</p>	
Year 4	<p>Relationships: different types of relationships Who are our safeguarding leads in school? Who can help?</p> <p>-Different types of relationships -civil partnerships -start to introduce the notion of same sex marriages</p>	<p>Relationships: Anti-Bullying Week Respectful Relationships</p> <p>-Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyber-bullying, use of prejudice-</p>	<p>Health and Mental Wellbeing: Health and Prevention</p> <p><i>Re-cap: Personal Hygiene – The importance of handwashing and the spread of diseases.</i></p>	<p>Health and Mental Wellbeing Tobacco and vaping– What is it and how does it damage immediate and future health? Look at age restrictions and that it is illegal to own, use</p>	<p>Preventative Education: Being safe Who are our safeguarding leads in school? Who can help?</p> <p>-Privacy and keeping things private -respecting privacy</p>	<p>Living in the Wider World</p> <p>Responsibilities, rights, and duties at home, at school and in the community</p> <p>Littering Anti-social behaviour</p>

	<p>-stable and loving relationships -What do abusive relationships look like/forms of abuse - Where to get help? - Appropriate/ inappropriate relationships and what abuse can look like in different forms. - antisocial behaviour</p> <p><u>Online relationships (Evolve):</u></p> <ul style="list-style-type: none"> • What do relationships online look like? • Strategies for having respectful online relationships • Look at the content that can be shared online and how that can make others feel (positive and negative). 	<p>based language, trolling) and how to respond and ask for help.</p> <p>-understanding difference - deepen understanding of feelings that are good/not so good -acceptable and unacceptable ways to respond to people being unkind -where to seek help and advice</p> <p><u>Online Bullying (Evolve):</u></p> <p>-to recognise when someone is upset, hurt or angry online -describe ways people are bullied online -think of ways in which content may affect other people’s feelings.</p>	<p>-Oral care: the importance of keeping our teeth clean. -How to brush my teeth well? -Implications of not taking care of your teeth -Changing bodies and the link to hormones creating body odours -hormones can make our mood change -keeping ourselves clean</p> <p><u>Health and well-being and lifestyle (Evolve):</u></p> <ul style="list-style-type: none"> • Using technology and it being a distraction from other things • Limiting the amount of technology and strategies to help. 	<p>of give to others if under 18. -making informed choices and safe decisions -look at the effects of smoking</p> <p><u>Preventative Education: Basic First Aid</u> Anaphylaxis – What is it and what should you do if you suspect it (Epi pens)? Burns and scalds</p>	<p>-peer pressure -appropriate and inappropriate touching (abuse) -how to communicate with others your personal and safe boundaries -Explore the idea of keeping something a secret and when you should and should not agree to this. -When is it right to break a confidence or share a secret?</p> <p><u>Privacy and security (Evolve):</u> -look at strategies for keeping personal information private -to know that the internet is never fully private</p>	<p><u>Living in the Wider World</u> Plastic Pollution – damaging environments -Topical issues: what impact does this have on our world, community?</p> <p><u>Being safe</u> Water Safety – Staying safe around lakes, rivers, and the sea. How can you protect yourself?</p>
<p>Year 5</p>	<p><u>Relationships: Families and people who care for me</u> Who are our safeguarding leads in school? Who can help? -Recognise ways in which a relationship can be unhealthy</p>	<p><u>Relationships: Anti-Bullying Week</u> -Realise the consequences of antisocial behaviour, aggressive and harmful behaviours such as bullying and discrimination of</p>	<p><u>Living in the Wider World</u> Money Management – What is debt? What is a loan and what is interest? What are the advantages and</p>	<p><u>Preventative Education:</u> Alcohol – What is it and how does it damage immediate and future health? Look at age</p>	<p><u>Health and Mental Wellbeing</u> Mind fullness and emotional wellbeing Deepen child’s understanding of good and not so good</p>	<p><u>Health and Mental Wellbeing</u> Sun Safety – Safe and unsafe skin exposure. Use of sunscreen and risks of skin cancer.</p>

<p>and whom to talk to if you need support.</p> <p>-issues that can affect family units</p> <p>- divorce/separation/bereavement</p> <p>- Problem that some families face</p> <p>- domestic abuse and abuse and who can help.</p> <p><u>Online relationships (Evolve):</u></p> <ul style="list-style-type: none"> • Who do I have an online relationship with and how do I communicate with? • Who might want to do me harm? • I know how to get help if I have a problem and I can demonstrate how to support others. 	<p>individuals and communities.</p> <p>-Develop strategies to support yourself and others at risk.</p> <p>-peer pressure and how to deal with this</p> <p>-harassment</p> <p><u>Online Bullying (Evolve):</u></p> <p>-recognise online bullying and how this is different to bullying in the physical world</p> <p>-Look at how sometimes banter can be perceived as joking.</p> <p>-I know how to get help if I am being bullied online</p> <p>I know where and how to access support</p>	<p>disadvantages of loans?</p> <p>Where can you go for support?</p> <p>Marketing project</p> <p><u>Living in the Wider World</u></p> <p>Rules and Laws linked to anti-social and aggressive behaviours</p> <p>Consequences</p> <p>Democracy and ethnic identities</p> <p>Values and universal rights</p> <p>Topical issues: refugees_</p> <p><u>Basic First Aid</u></p> <p>-Bone, muscle, and joint injuries</p> <p>-Head injuries</p>	<p>restrictions and that it is illegal to own, use of give to others if under 18.</p> <p>Include energy drinks</p> <p>Drug awareness: illegal and legal</p> <p>-peer pressure</p> <p>-help available</p> <p><u>Preventative Education:</u> Who are our safeguarding leads in school? Who can help?</p> <p>-an awareness of bodily differences</p> <p>- appropriate and inappropriate touch (boundaries)</p> <p>-What is appropriate and inappropriate touching?</p> <p>-How to ask for help if needed?</p> <p>Preventative Education:</p> <p>Child exploitation</p> <p>County lines and CCE (Child criminal exploitation)</p> <p>Grooming</p> <p>Coercion</p>	<p>feelings, to extend their vocabulary and enable them to explain both the range and intensity of feelings.</p> <p>Make links to transition to Year 6</p> <p>Who should you turn to of you need support for your mental health?</p> <p>Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p><u>Health and well-being and lifestyle (Evolve):</u></p> <p>-describe ways in which technology can affect health</p> <p>-I can describe strategies to promote health and well being</p> <p>-Adult content, seeking permission</p> <p>-Tobacco and Vaping</p>	<p><u>Preventative Education: Changing adolescent body</u></p> <p>Who are our safeguarding leads in school? Who can help?</p> <p>-Key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes.</p> <p>-Human reproduction (Science curriculum)</p> <p>-autonomy rights</p> <p>-inappropriate contact and boundaries</p> <p>-privacy and privates</p> <p>-adult activity: sexual intercourse</p> <p>-forced marriage</p> <p>-coercion</p>
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<p>Year 6</p>	<p><u>Relationships: Families and people who care for me</u> Who are our safeguarding leads in school? Who can help? -Antisocial behaviour -Who cares for me? -Civil partnership and marriage as a public demonstration of commitment made between two people who love and care for each other. -How families compromise? -Different representatives of love -Different family dynamics -Factors that can sometimes have a negative impact on families (domestic abuse) -Forced marriage and what this is. -Coercion</p>	<p><u>Relationships: Anti-Bullying Week Respectful Relationships</u> -Recognise and challenge stereotypes -Reacting to discrimination and prejudice -abuse in different forms: what does this look like? -domestic abuse -How do we help ourselves if we find ourselves in an uncomfortable situation? -peer pressure and moral dilemmas -aggressive behaviours and consequences -Harassment <u>Online Bullying (Evolve):</u> -I can describe how to capture bullying content as evidence -I can explain how someone would report online bullying in different contexts.</p>	<p><u>Preventative Education Being safe</u> -Anti social behaviour -Judge what kind of physical contact is acceptable, comfortable, unacceptable, and uncomfortable and how to respond. -Understand that you have the right to protect your body from unwanted/inappropriate contact Who are our safeguarding leads in school? Who can help? How to ask for help if needed? -Forms of sexual abuse: what does this look like/how to report this and get help? -Explicit images online, where to get help and how to report. -What is appropriate and inappropriate touching?</p>	<p><u>Health and Mental Wellbeing/Preventative</u> e -Tobacco and Vaping -Drugs – What is it and how does it damage immediate and future health? Understand that the use of recreational drugs is illegal. Highlight the consequences. -Legal drugs: The facts and science related to immunisation and vaccination Basic first aid Primary survey, CPR and the recovery position Use of defibrillators <u>Preventative Education</u> -Child exploitation -CCE (Child criminal exploitation) -County lines -Grooming -Coercion</p>	<p><u>Preventative Education: Growing and changing</u> Who are our safeguarding leads in school? Who can help? <u>Re-cap unit:</u> - Exploring puberty and changes to our bodies (awareness of body differences) -Where to seek advice surrounding questions about puberty, body changes and sex (set up a questions box) -Reproductive organs, names for genitals, functions of each part -Periods: explore what and why they occur, dealing with a period, how they make your body feel? Mention pregnancy. -Explore any further questions about RSHE -Talk about caring for their bodies: keeping clean, body</p>	<p><u>Mental health and Emotional wellbeing:</u> -What contributes to who I am (race, religion, gender etc)? -Gender identity doesn't always correspond to biological sex -Recognising my own personal qualities and skills and identify my own strengths and skills -Make links to transition to secondary school. Dealing with change? Recognising own self worth -setbacks and failures...reframing/managing transitions - Antisocial behaviour linked to transitions <u>Living in the Wider World</u> Money management – tax, VAT and enterprising -Young enterprise task</p>
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			<p>-Recap on keeping good and bad secrets</p> <p>-FGM Mutilation as a type of abuse and a crime. How would you support a friend if they were fearful of this?</p>		<p>odour, oral hygiene, period care.</p> <p>-</p> <p>-</p>	
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Supported and delivered further through:

Circle Time Termly Coverage: Circle time is to be carried out every Monday morning during assembly time. Self-reflections are to be collected in each individual PSHE journal. Things highlighted in green are linked to the British Values and things highlighted in orange link to the 9 protected characteristics.

Please note Picture News is available through Oddizzi.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school themes	<p><i>Jeans for Genes (13th-19th Sept)</i></p> <p><i>Black History Month (1st Oct-30th Oct)</i></p>	<p><i>Remembrance Day (11th Nov)</i></p> <p><i>Anti-Bullying Week (11th-19th Nov)</i></p>	<p><i>Sport Relief (17th Feb-17th March)</i></p> <p><i>Children's Mental Health Week (Fe 1st-7th)</i></p> <p><i>LGBT Month 1ST Feb-28th Feb)</i></p>	<p>Autism Awareness (4th-29th April)</p>	<p>Deaf Awareness Week (4th May-9th)</p>	<p>RSE Day (June 24th)</p>
EYFS	<p>Culture at Carlton</p> <p>Circle time rules (listening well and taking turns) Why is it important?</p> <p>What does it mean to be a part of a school. I vs us.</p>	<p>Links BV (mutual respect)</p> <p><i>Respect - what is respect beyond a school value?</i></p> <p><i>Consider how respect is shown in school.</i></p> <p><i>Consider how respect is shown at home.</i></p> <p><i>Consider how respect is shown in the community.</i></p> <p><i>Why is it important?</i></p>	<p>Focus on Children's Mental Health Month:</p> <p><i>Explore the importance of a healthy body including a healthy brain and heart (regulation, feelings).</i></p> <p><i>Consider individual preferences to mindfulness/ regulation activities. We are all</i></p>	<p>Exploring disability (link to Autism awareness)</p> <p>-Consider what makes us all different. How are you the same and/or different to those in your class.</p> <p>- Being considerate and accepting of all individuals</p>	<p>-Keeping safe around animals/pets: asking for permission to touch other pets.</p> <p>Being safe and acting safely around animals.</p> <p>What else do we need to keep safe from in our environments</p>	<p>Transition:</p> <p>-Reflecting and celebrating our achievements</p> <p>-Sharing wider staff likes and interest – particularly likely staff to be new familiar faces.</p> <p>-Consider changes that will occur in routine as</p>

	Reiterate Golden Rules.		<i>different in how we cope with big feelings.</i>		around us? Guide the children to consider the sun and water as a way into S2 PSHE.	you move on and up into Y1
Year 1	<p>Culture at Carlton</p> <ul style="list-style-type: none"> Circle time rules (listening well and taking turns).Golden Rules at LCA/Our values as a school Lanyards around school: what do the colours mean? <p>British Values Tolerance and mutual respect</p> <p>Look at similarities and differences between our classmates (diversity and inclusivity). Treating each other with respect: what does this look like?</p> <p>Jeans for Genes Day The purpose and link back to similarities and differences.</p>	<p>Culture at Carlton: Links BV (mutual respect, individual liberty, and tolerance)</p> <ul style="list-style-type: none"> -what does Respect mean? -Respecting differences between others in school _ -what differences exist in our school? -Understand that everyone and every living thing has rights. -Expressing my feelings around others -How do we keep safe in school? Where do we go for support? <p>-Picture News for topical agendas.</p> <p>-Make time for individual class response sessions when needed.</p>	<p>Focus on Children’s Mental health month</p> <ul style="list-style-type: none"> -exploration of expressing different feelings -associated feelings to an experience (when do we feel...?). -strategies around keeping mentally well <p>-Make time for individual class response sessions when needed.</p>	<p>Exploring disability (link to Autism awareness)</p> <ul style="list-style-type: none"> -Consider what makes us all unique. What does having a disability mean? -Are all disabilities visible? -Being considerate and accepting of individuals with or without a disability. <p>-Picture News for topical agendas.</p> <p>-Make time for individual class response sessions when needed.</p>	<ul style="list-style-type: none"> -Keeping safe in the sun: how to protect ourselves from the heat and the repercussions if we don’t -Keeping safe around water: what not to do and what to do in an emergency -Keeping safe around animals/pets: asking for permission to touch other pets. Being safe and acting safely around animals. <p>-Make time for individual class response sessions when needed.</p>	<p>Transition:</p> <ul style="list-style-type: none"> -Reflecting and celebrating our achievements -setting new goals -Feelings of change: expressing my emotions -What do I want my new teacher to know about me? <p>-Picture News for topical agendas.</p> <p>-Make time for individual class response sessions when needed.</p>

	<i>-Make time for individual class response sessions when needed.</i>					
Year 2	<p>Culture at Carlton</p> <ul style="list-style-type: none"> -Circle time rules -Golden Rules at LCA/School values -Class charter -Lanyards around school: what do the colours mean? <p>Black History Month:</p> <ul style="list-style-type: none"> -Diversity: what does this mean? -Acceptance of other similarities and differences -we are all unique: what makes us unique -celebrating difference -Link to Black History Month (Look at significant individuals: Mary Seacole and Nelson Mandela). <p><i>Make time for individual class response sessions when needed.</i></p>	<p>Culture at Carlton:</p> <p>Links to anti-bullying</p> <ul style="list-style-type: none"> -what does Respect mean? -what makes me and others uncomfortable? -Expressing my feelings around others -what differences exist in our school? -- Understand that everyone and every living thing has rights. <p><i>Make time for individual class response sessions when needed.</i></p> <p><i>-Picture News for topical agendas.</i></p>	<p>Focus on Children’s Mental Health</p> <p>Month:</p> <ul style="list-style-type: none"> -exploring changing feelings -what affects our moods and our feelings? -When do our feelings sometimes change? -How do we cope with changing feelings? <p>Sports relief</p> <ul style="list-style-type: none"> -How can sport help us with managing our feelings? <p><i>Make time for individual class response sessions when needed.</i></p>	<p>Exploring disability (link to Autism awareness)</p> <ul style="list-style-type: none"> -Consider what makes us all unique. What does having a disability mean? -Are all disabilities visible? -Being considerate and accepting of individuals with or without a disability. -Consider this in context of the disabilities of those around us in school and our community. <p><i>Make time for individual class response sessions when needed. - Picture News for topical agendas.</i></p>	<ul style="list-style-type: none"> -Keeping safe in the sun: how to protect ourselves from the heat and the repercussions if we don’t -Keeping safe around water: what not to do and what to do in an emergency -Keeping safe around animals/pets: asking for permission to touch other pets. Being safe and acting safely around animals. <p><i>Make time for individual class response sessions when needed.</i></p> <p><i>-Picture News for topical agendas.</i></p>	<p>Culture at Carlton</p> <p><i>Transition into ks2</i></p> <ul style="list-style-type: none"> -Building confidence -what am I good at? -Why am I special? -explore feelings of change (how will it be different?) -coping with changes and the feelings it presents -new class, new teacher -setting a new goal <p><i>Make time for individual class response sessions when needed.</i></p>

<p>Year 3</p>	<p>Culture at Carlton <i>Recap</i> -Golden Rules at LCA -Similarities and differences (diversity)</p> <p>Racism: link to BLM -what is racism? -respecting differences -prejudice and discrimination: what are this and how do we tackle it? -what to do when we hear this? -Look at Nelson Mandela and the apartheid. <i>Make time for individual class response sessions when needed.</i></p>	<p>Having Respect and Tolerance for others: What does respect and tolerance mean? How do we show tolerance? What happens when respect and tolerance isn't shown? Should we tolerate everything?</p> <p><i>Make time for individual class response sessions when needed.</i></p> <p><i>-Picture News for topical agendas.</i></p>	<p>Focus on Children's Mental Health Month: -exploring changing feelings -what affects our moods and our feelings? -How do we cope with changing feelings? - strategies for coping with changing emotions</p> <p>Sports relief -How can sport help us with managing our feelings? (Link to sport relief)</p> <p><i>Make time for individual class response sessions when needed.</i> <i>-Picture News for topical agendas.</i></p>	<p>Exploring disability (link to Autism awareness) -Consider what makes us all unique. What does having a disability mean? -Are all disabilities visible? -Being considerate and accepting of individuals with or without a disability. -Consider this in context of the disabilities of those around us in school and our community.</p> <p><i>Make time for individual class response sessions when needed.</i> <i>-Picture News for topical agendas.</i></p>	<p>-Keeping safe in the sun: how to protect ourselves from the heat and the repercussions if we don't</p> <p>-Keeping safe around water: what not to do and what to do in an emergency</p> <p>-Keeping safe around animals/pets: asking for permission to touch other pets and understanding why this is important. Being safe and acting safely around animals.</p>	<p>Transition: -Reflecting and celebrating achievements -setting new goals -feelings around change</p> <p><i>Make time for individual class response sessions when needed.</i></p>
<p>Year 4</p>	<p>Culture at Carlton <i>Recap</i> -Golden Rules at LCA</p>	<p>Having Respect and Tolerance for others: What does respect and tolerance mean?</p>	<p>Focus on Children's Mental Health Month:</p>	<p>Exploring disability (link to Autism awareness)</p>	<p>-Keeping safe in the sun: how to protect ourselves from the heat and the</p>	<p>Transition: Reflecting on and celebrating achievements and setting new goals</p>

	<p><i>-Similarities and differences (diversity)</i> <i>-prejudice and discrimination</i> <i>(Link to racism and disability)</i></p> <p><u>BLM and racism:</u> -Explore discrimination and racism -explore the impact on others -Look at key individuals Martin Luther King and Rosa Parks. -Explore individual liberty in relation to the BLM movement. Make time for individual class response sessions when needed.</p>	<p>Do we all share the same beliefs? Why do some people not show respect or tolerance? How do we show tolerance? What happens when respect and tolerance isn't shown? Should we tolerate everything?</p>	<p>-exploring changing feelings -what affects our moods and our feelings? -How do we cope with changing feelings? - strategies for coping with changing emotions -self worth</p> <p>Sports relief -How can sport help us with managing our feelings? (Link to sport relief) - how can sport help our self-worth and confidence be built? Can it have a negative impact and what can we do to avoid this?</p>	<p>-Consider what makes us all unique. What does having a disability mean? -Are all disabilities visible? -Being considerate and accepting of individuals with or without a disability. -Consider this in context of the disabilities of those around us in school and our community. - Widen this to consider those with disabilities in the wider world around us – use examples to show it is not limiting to people and what they can achieve.</p>	<p>repercussions if we don't -Keeping safe around water: what not to do and what to do in an emergency -Keeping safe around animals/pets: asking for permission to touch other pets and understanding why it is important to seek consent first. Being safe and acting safely around animals.</p>	
<p>Year 5</p>	<p>Culture at Carlton <i>-Golden Rules at LCA</i> <i>-Similarities and differences (diversity)</i> <i>-prejudice and discrimination</i></p> <p><u>Racism and the Black Lives Matter Movement</u></p>	<p><u>Having Respect and Tolerance for others:</u> What does respect and tolerance mean? Do we all share the same beliefs? Why do some people not show respect or tolerance?</p>	<p><u>Focus on Children's Mental Health Month:</u> -exploring changing feelings -what affects our moods and our feelings? -How do we cope with changing feelings?</p>	<p><u>Exploring disability (link to Autism awareness)</u> -Consider what makes us all unique. What does having a disability mean? -Are all disabilities visible?</p>	<p><u>Making Choices:</u> -Keeping safe in the sun: how to protect ourselves from the heat and the repercussions if we don't -Keeping safe around water: what not to do</p>	<p><u>Transition:</u> -Reflecting on and celebrating achievements and -setting new goals - thinking ahead to our last year in primary school -a chat about exams</p>

	<p><u>BLM and racism:</u> -Explore discrimination and racism -explore the impact on others -Look at how times have changed - Look at key individuals: Wilberforce/ Obama -how did they make a change? -Explore individual liberty in relation to the BLM movement. -Explore the notion of tolerance in terms of culture and beliefs</p>	<p>How do we show tolerance? What happens when respect and tolerance isn't shown? Should we tolerate everything? How can we show respect and tolerance when those around us are not? What compromises have/may arisen?</p>	<p>- strategies for coping with changing emotions Sports relief -Link to the purpose of sports relief in tackling inequality -what is inequality? Understanding this in context and using Sport relief to assist in this. - what can we do if we feel we experience inequality?</p>	<p>-Being considerate and accepting of individuals with or without a disability. -Consider this in context of the disabilities of those around us in school and our community. - Widen this to consider those with disabilities in the wider world around us – use examples to show it is not limiting to people and what they can achieve.</p>	<p>and what to do in an emergency -Bike safety: keeping safe on the roads. Coming to and from school alone. -Peer pressure: what this is/what it may look like and what to do when you feel uncomfortable?</p>	
Year 6	<p>Culture at Carlton -Golden Rules at LCA -Laws in Great Britain: why must we follow the rules? <u>BLM and racism:</u> -Explore diversity -explore discrimination and racism -explore the impact on others -Look at how times have changed</p>	<p><u>Having Respect and Tolerance for others:</u> What does respect and tolerance mean? Do we all share the same beliefs? Do we all need to share the same beliefs? Why do some people not show respect or tolerance? How do we show tolerance?</p>	<p><u>Focus on Children's Mental Health Month:</u> -exploring changing feelings -what affects our moods and our feelings? -How do we cope with changing feelings? - strategies for coping with changing emotions -dealing with anxieties</p>	<p><u>Exploring disability (link to Autism awareness)</u> -Consider what makes us all unique. What does having a disability mean? -Are all disabilities visible? -Being considerate and accepting of individuals with or without a disability. -Consider this in context of the</p>	<p><u>Making choices:</u> -Keeping safe in the sun: how to protect ourselves from the heat and the repercussions if we don't -Keeping safe around water: what not to do and what to do in an emergency</p>	<p><u>Transition to secondary school:</u></p> <ul style="list-style-type: none"> • Changes: feelings • Exploring the things, we will miss • Worries and concerns and the emotions this evokes • Setting new goals and challenges for ourselves • What were the good things about

	<p>- Look at key individuals: Frederick Douglas, Stormzy etc...</p> <p>-how did they make a change?</p> <p><i>-Explore individual liberty in relation to the BLM movement.</i></p> <p><i>-Explore the notion of tolerance in terms of culture and beliefs</i></p>	<p>What happens when respect and tolerance isn't shown?</p> <p>Should we tolerate everything? How can we respectfully decline to tolerate appropriate matters? How can we show respect and tolerance when those around us are not?</p> <p>What compromises have/may arisen?</p>	<p>-ways to relive anxiety and stress</p> <p>Sports relief</p> <p>-Link to the purpose of sports relief in tackling inequality</p> <p>-what is inequality?</p> <p>Understanding this in context and using Sport relief to assist in this.</p> <p>- what can we do if we feel we experience inequality?</p>	<p>disabilities of those around us in school and our community.</p> <p>- Widen this to consider those with disabilities in the wider world around us – use examples to show it is not limiting to people and what they can achieve.</p>	<p>-Keeping safe when out and about with my friends</p> <p>Explore scenarios...what if... (Dealing with situations that may put us in danger).</p> <p>-Peer pressure: what this is/what it may look like – link to scenarios covered above - what to do when you feel uncomfortable?</p>	<p>being at Primary school?</p> <ul style="list-style-type: none"> • Explore worries and concerns around moving to a secondary school. • What do I want to be when I'm older?
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• Topic	• Students should know
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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: External PSHE/RSHE visitor policy

Initial External Visitors Checklist	
<p>Whilst it is not always possible to plan for every eventuality, good visitor research and preparation can ensure pupils learn safely and effectively. That is why at Lincoln Carlton Academy, teachers and external contributors use the checklist below, prior to, during and after a session.</p>	
Checklist	Y/ N
<ul style="list-style-type: none"> • Are you clear how the external contribution fits in with the aims and objectives of the curriculum for PSHE education? • Is the visit embedded in the school's PSHE education scheme of work? 	
<ul style="list-style-type: none"> • Is the external contributor's knowledge and experience relevant and appropriate? • Are you aware of the external contributor's values, aims and objectives and their reasons for working with schools? • Has the external contributor been checked with the DBS? 	
<ul style="list-style-type: none"> • Have you planned adequate time for discussing details of the visit, including any work for the pupils to plan or review? 	
<ul style="list-style-type: none"> • Is the external contributor aware of the needs of the pupils, such as in relation to the class dynamic, ability, and age? 	
<ul style="list-style-type: none"> • Have you discussed and informed the external contributor of relevant school policies, such as behaviour, sensitive and controversial issues and child protection and health and safety 	
<ul style="list-style-type: none"> • Have you discussed with the external contributor professional boundaries that the school retains responsibility for, such as class discipline? Are there any codes of conduct or professional boundaries that the external contributor needs to work within? • Has the school ensured that the teacher will be present throughout the activity to take responsibility for discipline and to ensure continuity of work and links to other areas of work? 	
<ul style="list-style-type: none"> • Has time been planned for the pupils to have time to reflect on what they learned from working with the external contributor? 	

Implications of practical considerations

When planning the session content, we will consider the following elements:

- Who will the visitor be working with? A large audience? A class? A year group? Consider how this will impact learning and how best to ensure the session remains interactive.
- Will the visitor be the sole contributor or will there be a carousel or panel format? Consider overlap, progression and how to round up the learning at the end of the session.
- Is the session planned in a way that will allow pupils to meet the learning outcomes? Is there interactivity in the session which supports young people to learn effectively?
- Might any young person be upset by this input? If so, are there ways to manage such eventualities to minimise the potential for harm?
- Have best practice principles on keeping learning safe in a PSHE education classroom been considered?

Evaluation Record of the external contribution

For completion by teaching staff after an activity or programme

Name of external contributor/organisation	
Date of Session	Year/Group
Brief aims/objectives	
<p>External contributor/teacher evaluation of the session</p> <p>What went well? What did you learn from this session?</p> <p>What went less well? How could the session be improved?</p> <p>To what extent were the aims met?</p> <p>Do you have any questions you would like answered as a result of this session?</p> <p>What further information/sessions would you like?</p> <p>Would we make any changes next time?</p>	

This form should be completed by a parent/carer if, following a discussion with the headteacher, they wish to withdraw their child from the non-statutory sex-education element of RSHE.

Appendix 3: Parent/carer form - withdrawal from sex education within RSHE

To be completed by parents/carers			
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/carer signature			

To be completed by the school	
Agreed actions from discussion with parents	<p><i>Include notes from discussions with parents and agreed actions taken.</i></p> <p><i>e.g. Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom.</i></p>