

P

pupil voice

R

respect

I

independence

D

dignity

E

entitlement



Personal, Social, Health & Citizenship Education Policy Including Relationships and Sex Education

Date Published	May 2021
Version	1
Approved Date	17 th May 2021
Review Cycle	Every 3 Years
Review Date	May 2024

An academy within:





Policy Statement of Intent

At Kelford we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary and secondary aged pupil.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy; their belief in their ability to succeed. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

Kelford believe that relationship and sex education is part of the educational entitlement of all students. Kelford is concerned with educating the whole child and recognise that sexuality development is an integral part of a student's personal development. We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and sex and health curriculum for all our pupils. The term Relationships and Sex Education, RSE, is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, developing self-esteem and the skills to manage relationships.

This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered. Relationship and Sex Education along with Health Education are delivered through the whole school PSHCE curriculum (Personal, Social, Health Education).

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. Citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. At Kelford we deliver the statutory Citizenship curriculum to pupils in Key Stage 3, 4 and 5 where we equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. We prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

Autistic students account for approximately 40% of our school population. The nature of autism means that students may be more vulnerable to abuse and exploitation than their **neurotypical** peers. The social understanding and interactional difficulties of students with autism can lead to very specific difficulties around personal relationships and sexuality. Some students with autism may be confused about what is acceptable public behaviour, they may need to be taught the skills that other young people acquire incidentally. These children need help to develop skills to reduce the risks of being abused and exploited and to



learn what sorts of behaviour are and are not, acceptable. They may need help and guidance around making and understanding personal relationships.

All our RSE and PSHCE frameworks are underpinned by our P.R.I.D.E. values, ensuring that all young people are treated with dignity, and that they have a voice in all aspects of their RSE work. We seek the pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

RSE will be given to ensure quality of access for all pupils (where appropriate) regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

Our PRIDE values are:

Pupil Voice - enabling all learners to communicate their needs, choice and control

Respect - respect for one another and our environment

Independence - encouraging all learners to be as independent as possible

Dignity - implementing the highest levels of care and concern at all times

Entitlement - the right to receive a broad and balanced, high quality, personalised learning programme, which the school values.

Language

Children and young people will be supported with their own communication methods so that they always have a valued input in the lessons/sessions, with the use of Makaton and Boardmaker symbols to support their understanding.

This policy helps ensure that the whole school community (pupils, parents/carers, staff, and governors) have a shared understanding of this important area of the curriculum. It is accessible to all stakeholders on the school website or by request.

Health, Relationships and Sex Education Policy Legal Framework

Statutory requirements

As an Academy providing education for primary aged students we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is like the National Curriculum including requirements to teach Science; which would include the elements of sex education contained in the Science curriculum. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.



This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2018) 'Keeping children safe in education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National Curriculum in England: Science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- DfE (2013) 'Science programmes of study: Key Stages 1 and 2'

Health, Relationships and Sex Education Roles & Responsibilities

The governing body is responsible for:

- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils.
- Ensuring that clear information is provided for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing and discussing requests from parents to withdraw their children from the subjects.
- Organising alternative education for pupils, where necessary, which is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Monitoring and evaluating the effectiveness of the subject and providing a report to Governors as part of the Headteacher's Report.
- Reviewing this policy on an annual basis.

Teaching Staff are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.



- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.

Health, Relationships and Sex Education Organisation of the Curriculum

Every primary school is required to deliver statutory relationships education and health education. All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education.

For the purpose of this policy, **“relationships and sex education”** within the primary curriculum is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality. **“Relationships and sex education”** within the secondary curriculum is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

For the purpose of this policy, **“Health education”** within the primary curriculum is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices. **“Health education”** within the secondary curriculum is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school’s Personal, Social, Health and Citizenship Education (PSHCE) curriculum with statutory elements being taught through the science curriculum.

We consult with parents, pupils and governors and staff in the following ways:

- Pupil questionnaires and surveys
- Parental information sessions
- Staff training sessions
- Meetings



The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils. Please see appendices 1 and 2 identifying what pupils will know by the end of their Primary and Secondary education.

All staff will:

- Openly teach pupils what 'slang' words mean (where appropriate) and that some are offensive.
- Use inclusive language (such as partner instead of boyfriend/girlfriend).
- Use correct terminology as this is deemed good practice.
- Avoid the use of any slang themselves but seek to understand the terms parents and carers use within the home.

It is good practice to use medically correct terms for genitalia and sexual parts of the body, for example vulva, vagina, penis and testicles. Ofsted provides full support for this approach (2013) and have raised concerns that some schools are currently failing to teach this vocabulary because this leaves children unable to describe abusive behaviours.

The use of respectful language which challenges sexism, homophobia and other forms of prejudice can be established in RSE and will have benefits for the whole school community – both in and out of lessons. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013). Children at primary and secondary level need to know that using the word 'gay', to mean something is rubbish is wrong. See also 'The LGBT Issue' e-magazine for inclusive RSE and challenging homophobia biphobia and transphobia (Sex Education Forum, 2014).

Health, Relationships and Sex Education Working with Parents

Parental Consultation

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum. The school works closely with parents by establishing open communication – all parents can take part in consultations regarding the development and delivery of the curriculum. The school understands that the teaching of some aspects of the curriculum may be of concern to parents. If parents have concerns regarding RSE and health education, they may submit these via email to kanson@nexusmat.org or contact the school office to arrange a meeting with the headteacher.

Parents' Right to Withdraw

Parents will be informed at the beginning of a term the curriculum coverage so that they are aware of topics to be covered. They will also receive updates via the home school book.



Primary School aged students

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Secondary School aged students

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education. As a special school if the headteacher believes it is in the best interest of the student to receive such education they can refuse a parental request to withdraw.

Relationships and Sex Education Safeguarding & Confidentiality

All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

Confidentiality within the classroom is an important component of RSE and health education, and all members of staff are expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Confidentiality Policy. Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

All staff will, however, alert the DSL about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy. Teachers understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

Relationships and Sex Education Staff Continual Professional Development

All staff members at the school will undergo training on an annual basis to ensure they are up to date with the relationship, sex and health education programme and associated issues. Training of staff will also be scheduled around any updated guidance on the



programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme. The school will ensure teachers receive training on the Social Exclusion Report on Teenage Pregnancy, and the role of an effective RSE curriculum in reducing the number of teenage conceptions. Appropriately trained staff e.g. the teacher will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness. Where it is deemed appropriate Kelford will deploy the expertise of outside agencies e.g. the school nurse.

Relationships and Sex Education Assessment

The school has the same high expectations of the quality of pupils' work in RSE and health education as for all other curriculum areas. Lessons are planned to provide suitable challenge to pupils of all abilities. Assessments are used to identify where pupils need extra support or intervention. There are no formal examinations for RSE and health education; however, to assess pupil outcomes, the school will capture progress in the following ways:

- Observational Assessments
- Student self-assessment
- Assessment for learning
- Teacher assessment
- Peer assessment

Relationships and Sex Education Monitoring Overview

This policy will be reviewed on an annual basis by the headteacher. The next scheduled review date for this policy is September 2022. This policy will also be reviewed considering any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing. The governing board is responsible for approving this policy. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)? • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

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

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

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)



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

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 4: Curriculum Coverage per Year Group

YEAR GROUP	TERM	TOPIC/THEME DETAILS	THEME
Year 1	Autumn 1	<ul style="list-style-type: none"> To have awareness of their own feelings and the feelings of others. All about me Express what they like and don't like, find ways to communicate this to others. Making choices Social skills To learn friendship skills, sharing, caring, trust and respect, working together 	Feelings and friends Caring friendships (DfE) Respectful relationships (DfE) Mental wellbeing (DfE)
Year 1	Autumn 2	<ul style="list-style-type: none"> To begin to recognise that our families give us love and care for us, To recognise that families make us feel happy, Different and all types of families. (Diversity) 	Special people Families and people who care for me (DfE)
Year 1	Spring 1	<ul style="list-style-type: none"> To show awareness of healthy foods, and exercise The benefits of an active lifestyle, healthy eating, and exercise. To begin to have hygiene schedules, including good dental care, and hand washing Germ and bacteria 	Healthy eating and Hygiene Physical health and well being Health and prevention (DfE)
Year 1	Spring 2	<ul style="list-style-type: none"> Body awareness Privacy awareness My body belongs to me – privacy and private places (toilet, bathroom, bedroom) Body parts Functions of the body, including using the toilet – toilet training Lifecycles – Animals and humans Growing and changing – from baby to adult 	Growing and changing



YEAR GROUP	TERM	TOPIC/THEME DETAILS	THEME
		<ul style="list-style-type: none"> • Self-help skills 	
Year 1	Summer 1	<ul style="list-style-type: none"> • Road safety • How to keep safe in the sun – sun safety • Asking for help • Where, why and who • Yes/ No, accepting yes/no • Recognise/be aware of hazards – around the home, school/community 	<p>Keeping myself safe</p> <p>Being safe (DfE)</p>
Year 1	Summer 2	<ul style="list-style-type: none"> • Awareness of some harmful substances, items in the kitchen or school environment • Recognise what is medicine, who gives it us • Awareness of vaccines, immunisations (flu jab) • People who help us 	<p>The world of drugs</p> <p>Basic first aid (DfE) Drugs tobacco and alcohol (DfE)</p>
Year 2	Autumn 1	<ul style="list-style-type: none"> • All about me - Express their likes and dislikes. • To express their own their own feelings, sad, happy, angry/ cross. Recognise other people’s feelings • Develop friendship skills, sharing, caring, and play together. Boundaries in friendships 	<p>The caring school and Feelings and relationships</p>



YEAR GROUP	TERM	TOPIC/THEME DETAILS	THEME
		<ul style="list-style-type: none"> • Be aware that some behaviours are not kind, and can hurt other people • Social skills – Courtesy and manners • Respect for others, even when they are different from themselves. (Diversity) 	Caring friendships (DfE) Respectful relationships (DfE) Mental wellbeing (DfE)
Year 2	Autumn 2	<ul style="list-style-type: none"> • Family members, recognise that families are important, give us love, care and help us. • Families can be different. • Recognise other kinds of family • Have awareness of their own address • Who do they live with? 	Families Families and people who care for me (DfE)
Year 2	Spring 1	<ul style="list-style-type: none"> • What a healthy balanced diet looks like • What an active lifestyle looks like • Healthy teeth / mouth • Bedtime routines/benefits of sleep • Germs, and how they make us ill, washing routines – vaccines, immunisations 	Healthy lifestyle Physical health and wellbeing (DfE) Healthy eating (DfE) Health and prevention (DfE)
Year 2	Spring 2	<ul style="list-style-type: none"> • Body awareness, what body parts do, including, privacy awareness • Life cycles – Plants, animals, and humans – life/death • How they have changed since they were babies, how their needs have changed, what helped them grow? • How babies grow into children, adults 	Growing and changing Adolescent body (DfE)



YEAR GROUP	TERM	TOPIC/THEME DETAILS	THEME
		<ul style="list-style-type: none"> Independence skills, self help skills. 	
Year 2	Summer 1	<ul style="list-style-type: none"> Have awareness that not everything is safe, in the house, or school, wider community Saying no, accepting no Sun safety – awareness, why it’s important to wear sun cream, and a hat. My body belongs to me – privacy 	Keeping myself safe Being safe (DfE)
Year 2	Summer 2	<ul style="list-style-type: none"> To recognise or be aware of medicines and why we take them, Harmful substances When do I have to take medicine, why/ how medicine, (including flu jab) When and where to get help People who help us 	The world of drugs Basic first aid (DfE) Drugs tobacco and alcohol (DfE)
Year 3	Autumn 1	<ul style="list-style-type: none"> Self-respect – All about me Respecting others, even when they look different or have different beliefs Courtesy and Manners/social skills Personal choice Friendships, and why they are important, how friendships make us feel, happy and secure, conflict resolution Boundaries in friendships. Fair and unfair. Some behaviours are not kind, and can hurt other people Emotions, our own and other peoples, How to manage emotions, where to get help, 	The caring school and feelings, friends and friendships Caring friendships (DfE) Respectful relationships (DfE) Mental wellbeing (DfE)
Year 3	Autumn 2	<ul style="list-style-type: none"> Families are important to children when growing up, they give love, security and stability, all families can be different Recognise own address/who they live with, 	Relationships, loss and separation



YEAR GROUP	TERM	TOPIC/THEME DETAILS	THEME
		<ul style="list-style-type: none"> Recognise what a healthy family unit is, recognise they protect, care and love each other. To recognise the emotions of loss, how to get help, who to talk to – life and death 	Families and people who care for me (DfE)
Year 3	Spring 1	<ul style="list-style-type: none"> Bullying signs – and characteristics Understand the consequences of bullying and racism, teasing, and discrimination and how it impacts on mental well being Body parts Functions of the body, including using the toilet Personal hygiene – germs and how they spread – disease and vaccines Mindfulness 	Choices, emotions, and difference Adolescent body (DfE)
Year 3	Spring 2	<ul style="list-style-type: none"> Healthy and unhealthy foods Planning and preparing a healthy snack or meal Benefits of exercise on the body and mental well being Timeline of events, skills I have learnt, skills I need to learn – independence skills, self help skills Life cycles – Plants, animals, and humans All living things have off spring 	My healthy body, taking responsibility for my healthy lifestyle Physical health and wellbeing (DfE) Healthy eating (DfE) Health and prevention (DfE)
Year 3	Summer 1	<ul style="list-style-type: none"> Sun safety Privacy, (private places, i.e. bathroom, toilet, bedroom) My body belongs to me 	Keeping myself safe Being safe (DfE)



YEAR GROUP	TERM	TOPIC/THEME DETAILS	THEME
		<ul style="list-style-type: none"> • People who we know - strangers • How to ask for help, 	
Year 3	Summer 2	<ul style="list-style-type: none"> • Legal and illegal substances – use of vaccines and immunisation • What can go into your body • To recognise what might be dangerous (harmful substances) • When do I have to take medicine, which are medicines, why do I take them? • When and where to get help in the home, in school, local community. • People who help us, emergency services, 	<p>The world of drugs</p> <p>Basic first aid (DfE) Drugs tobacco and alcohol (DfE)</p>
Year 4	Autumn 1	<ul style="list-style-type: none"> • Respect difference in others - British values • Courtesy and Manners/ Social skills • Recognise own feelings and feelings of others – how to regulate how different situation and experiences make us feel, • Friendships, and why they are important, how friendships make us feel, happy and secure – falling out, conflict resolution • Boundaries in friendships • Bullying signs • Understand the consequences of bullying and racism, teasing, and discrimination, and how it impacts on mental health 	<p>The caring school and feelings friends and friendships</p> <p>Caring friendships (DfE) Respectful relationships (DfE) Mental wellbeing (DfE)</p>
Year 4	Autumn 2	<ul style="list-style-type: none"> • Recognise what a healthy family unit is, how they that protect, care and love each other. • Who they live with 	



YEAR GROUP	TERM	TOPIC/THEME DETAILS	THEME
		<ul style="list-style-type: none"> Recognise the difference when family life is not happy/ or they are not cared for – know how to ask for help Stereotyping – roles in the family, race, disability, gender To recognise the emotions of loss, life and death – divorce or separation- how it impacts on mental health 	<p>Respecting the difference between people</p> <p>Families and people who care for me (DfE)</p>
Year 4	Spring 1	<ul style="list-style-type: none"> Keeping fit, healthy and clean, recognise difference between healthy and unhealthy lifestyle. Preparing a healthy meal/snack Planning meals, shopping How exercise is good for the body and the mind Hygiene routines (independence) Germs and their impact on the body – immunisations, vaccines Dental hygiene 	<p>My healthy body, taking responsibility for my healthy lifestyle</p> <p>Physical health and wellbeing (DfE) Healthy eating (DfE) Health and prevention (DfE)</p>
Year 4	Spring 2	<ul style="list-style-type: none"> My body, including private parts – functions Time line of growth and change, what is same, what is different Life cycles, plants, animals and humans Preparing for puberty Where do babies come from (science) 	<p>Growing up Caring for my body</p> <p>Adolescent body (DfE)</p>
Year 4	Summer 1	<ul style="list-style-type: none"> Sun safety Consent 	<p>The world drugs Keeping myself safe</p>



YEAR GROUP	TERM	TOPIC/THEME DETAILS	THEME
		<ul style="list-style-type: none"> • I can choose yes or no • Privacy, (private places, i.e. bathroom, toilet, bedroom) and that it is not always right to keep secrets - where I can be naked • Reporting feelings of being unsafe – who to talk to • How to ask for help, and keep asking until they are heard 	Being safe (DfE)
Year 4	Summer 2	<ul style="list-style-type: none"> • Legal and illegal substances- drugs/ alcohol, smoking/vaping • What can go into your body - why we use vaccines • To recognise what might be dangerous (harmful substances) • Medicine – where it comes from, safety/hazards, why we take it • Basic first aid • People who help us • Strangers, and people I know 	The world of drugs Basic first aid (DfE) Drugs tobacco and alcohol (DfE)
YEAR GROUP	TERM	TOPIC/THEME DETAILS	THEME
Year 5	Autumn 1	<ul style="list-style-type: none"> • Me, and my friends – All about us • Respect for difference -British values • Recognising what a bully is, - Anti bullying – Qualities of a friend, and what we do together • Relationships behaviour/boundaries • Healthy and unhealthy behaviours/conflict • How their own behaviour affects others. • Peer bullying • Peer on peer abuse • Recognising emotions, their own and other peoples in different situations 	The caring school Bullying and pressure and risks Caring friendships (DfE) Respectful relationships (DfE) Mental wellbeing (DfE)



YEAR GROUP	TERM	TOPIC/THEME DETAILS	THEME
Year 5	Autumn 2	<ul style="list-style-type: none"> Family – what our families do for us, what they mean to us, committed relationships – what we do together Families can be different, including all types of family Healthy and unhealthy families – how to get help if you are unhappy at home Different relationship – behaviours and feelings Life/death/loss/grief Getting help 	<p>Me and my relationships</p> <p>Families and people who care for me (DfE)</p>
Year 5	Spring 1	<ul style="list-style-type: none"> Human development Puberty – asking for help Life cycles - humans, animals, plants Timeline of events, skills I have learnt, skills I need to learn as I grow independence skills. My responsibilities as I grow Where babies come from (science) 	<p>Healthy lifestyles</p> <p>Adolescent body (DfE)</p>
Year 5	Spring 2	<ul style="list-style-type: none"> Healthy Lifestyles Healthy v unhealthy diet Taking care of my physical health, including dental care Mental wellbeing Mindfulness – Self regulation Personal hygiene – germs – including why we use vaccines Body image (and the media) 	<p>Healthy lifestyles</p> <p>Physical health and wellbeing (DfE) Healthy eating (DfE) Health and prevention (DfE)</p>
Year 5	Summer 1	<ul style="list-style-type: none"> My body is private Privacy (private places, i.e. bathroom, toilet, bedroom), where I can be naked Private behaviours/conversations 	<p>Growing up – relationships and responsibilities</p>



YEAR GROUP	TERM	TOPIC/THEME DETAILS	THEME
		<ul style="list-style-type: none"> Feeling comfortable and uncomfortable with adults, - it is not always right to keep secrets How to ask for help, and keep asking until they are heard Strangers and people I know 	Being safe (DfE)
Year 5	Summer 2	<ul style="list-style-type: none"> Legal and illegal substances Smoking What can go into your body – dangerous substances around the house and school When do I have to take medicine, which are medicines, why do I take them? Where do they come from – include flu jab - immunisations Emergency services – 999 When and how they can help us, Community People who help us, Gender and work Basic first aid 	The world of drugs Basic first aid (DfE) Drugs tobacco and alcohol (DfE)
Year 6	Autumn 1	<ul style="list-style-type: none"> My qualities and achievements – all about me Qualities of friendships, positive and healthy, what makes a good friend Recognising what a bully is, or behaviours of bullying (unhealthy relationships), signs of peer abuse/grooming, bystander responsibility Respect for others, even when they are different from themselves. Recognising emotions, their own and other peoples - managing own emotions – self regulation/getting help Stereotypes 	The caring school Growing up – relationships Caring friendships (DfE) Respectful relationships (DfE) Mental wellbeing (DfE)



YEAR GROUP	TERM	TOPIC/THEME DETAILS	THEME
Year 6	Autumn 2	<ul style="list-style-type: none"> Families are important to children when growing up, they give love, security and stability, things we do as a family Families can be different, Recognise what a healthy family unit it, how they are committed relationships that protect, care and love each other. Recognise signs of abuse/how to ask for help To recognise the emotions of loss, death, separation how to get help Different types of relationships 	<p>Emotions and transitions to secondary</p> <p>Families and people who care for me (DfE)</p>
Year 6	Spring 1	<ul style="list-style-type: none"> What constitutes a healthy diet? What a healthy balanced diet looks like. Health and fitness Planning and preparing a healthy meal/snack How do healthy people look – clean/dirty, sickly etc.? Benefits of an active lifestyle, on health and mental health Germ, and how they make us ill – use of immunisations 	<p>Growing up responsibilities</p> <p>Physical health and wellbeing (DfE) Healthy eating (DfE) Health and prevention (DfE)</p>
Year 6	Spring 2	<ul style="list-style-type: none"> Timeline of events, skills I have learnt, skills I need to learn – independence skills. Life cycles Human development How they have changed since they were babies, how their needs have changed, what helped them grow Puberty Personal hygiene/Dental care – why it is important 	<p>Growing up responsibilities</p> <p>My adolescent body</p>



YEAR GROUP	TERM	TOPIC/THEME DETAILS	THEME
		<ul style="list-style-type: none"> • Reproduction (science) • Pregnancy care – Birth – looking after babies 	
Year 6	Summer 1	<ul style="list-style-type: none"> • My body belongs to me – privacy – private places (toilet, bathroom, bedroom) • Privacy (private places, i.e. bathroom, toilet, bedroom) and that it is not always right to keep secrets - private behaviours/ conversations • How to ask for help, and keep asking until they are heard • Strangers/safer strangers 	<p>Puberty – the ups and downs</p> <p>Adolescent body (DfE)</p>
Year 6	Summer 2	<ul style="list-style-type: none"> • What can go into your body • To recognise what might be dangers (harmful substances) • Legal and illegal substances drugs, vaping, smoking – harms to body, • When do I have to take medicine, which are medicines, why do I take them? – allergies, vaccines, immunisations • Basic first aid • People who help us • How to make a call to emergency services 999 	<p>The world of drugs keeping safe of line</p> <p>Basic first aid (DfE) Drugs tobacco and alcohol (DfE)</p>



YEAR GROUP	TERM	TOPIC/THEME DETAILS	THEME
Year 7	Autumn 1	<ul style="list-style-type: none"> • Myself and my friends • Relationships/friendships behaviours and feelings, social skills • Recognising what a bully is – unhealthy/healthy relationships/or abusive peers • Recognising emotions; their own and other peoples – in different situations and experiences, including the feelings of loss, and change. • Equality – British Values • Stereotypes- show how stereotyping is unfair, or hurtful 	<p>Feelings, friends and friendships</p> <p>Families</p> <p>Respectful relationships including friendships</p>
Year 7	Autumn 2	<ul style="list-style-type: none"> • Recognise what a healthy family unit is • Committed relationships, including marriage • The role and responsibility of parents, carers, and their own responsibilities. • Adults should be trustworthy, and safe, signs of unsafe (abuse) – know how to report • How to ask for help • Different types of relationships • Healthy and unhealthy relationships/domestic abuse 	<p>Respecting the difference between people</p> <p>Relationships</p>
Year 7	Spring 1	<ul style="list-style-type: none"> • Planning and preparing a healthy meal • Benefits of an active lifestyle, on health and mental health – healthy life style- include dental care • Preparing for adulthood – independence skills • Personal appearance/self-esteem/body image and the media • Mindfulness - Mental well being 	<p>My healthy body</p> <p>Mental wellbeing Healthy eating Health and Prevention Physical health and fitness (DfE)</p>
Year 7	Spring 2	<ul style="list-style-type: none"> • Human development • Puberty (including sexual desires/feelings) 	<p>Growing and changing</p>



YEAR GROUP	TERM	TOPIC/THEME DETAILS	THEME
		<ul style="list-style-type: none"> • Personal choice - Consent – the law • Intimate relationships – the law • Reproduction – Pregnancy care, anti-natal care. birth • Caring for babies 	Changing adolescent body Intimate and sexual relationships including sexual health
Year 7	Summer 1	<ul style="list-style-type: none"> • Privacy, private and public places, secrets. • Private conversations • Private behaviours • Good/ bad touch • Sexual abuse, hurtful sexualised behaviour harassment, grooming, • How to get help • Not keeping secrets that make us feel uncomfortable • Strangers and people I know/safer strangers 	Keeping myself safe Being safe
Year 7	Summer 2	<ul style="list-style-type: none"> • Legal and illegal substances, smoking, drugs, vaping, alcohol harms and dangers • Addiction – effects and harms • Basic first aid, include allergies, vaccines • When and where to get help • People who help us • Making an emergency phone call 999 	The world of drugs Drugs, alcohol and tobacco Basic first aid
Year 8	Autumn 1	<ul style="list-style-type: none"> • All about us • The characteristics of positive and healthy friendship including: consent, trust and respect, managing conflicts, boundaries and honesty • Recognise bullying and abuse, violent behaviour. Peer on peer abuse -grooming 	Feelings, friends and friendships Families



YEAR GROUP	TERM	TOPIC/THEME DETAILS	THEME
		<ul style="list-style-type: none"> • Stereotypes - show how stereotyping is unfair, or hurtful • Equality (Equality Act 2010) • British Values 	Respectful relationships including friendships
Year 8	Autumn 2	<ul style="list-style-type: none"> • Healthy and unhealthy relationships, domestic violence. How to get help • How to get help if your family life is difficult • To recognise that adults should be trustworthy, and keep us safe, and recognise what signs of unsafe (abuse) • Different types of relationships • To recognise the emotions of loss, change, divorce or separation. how to get help, 	Respecting the difference between people Relationships
Year 8	Spring 1	<ul style="list-style-type: none"> • Preparing for adulthood, independence and responsibility – health and hygiene – dental health • Benefits of an active lifestyle, on health and mental health • Mindfulness - self esteem • Awareness of breast exams, testicular exams. 	My healthy body Mental wellbeing Healthy eating Health and Prevention Physical health and fitness
Year 8	Spring 2	<ul style="list-style-type: none"> • Human development, growth, emotional needs, mental health needs, care and nature needs. • Consent • Sexual desire • Appropriate sexual language/behaviours • Reproduction - pregnancy and pregnancy care – birth and looking after babies. 	Growing and changing Changing adolescent body



YEAR GROUP	TERM	TOPIC/THEME DETAILS	THEME
			Intimate and sexual relationships including sexual health
Year 8	Summer 1	<ul style="list-style-type: none"> • Preparing for adulthood – understanding my own body and puberty changes, including emotions • Privacy, Privacy rules • My body, my rules, I say what happens • Good touch/bad touch recap • Strangers and people I know – safer strangers 	Keeping myself safe Being safe
Year 8	Summer 2	<ul style="list-style-type: none"> • Legal and illegal substances • Addiction – effects and harms – getting help • The impact and risks of smoking,vaping, drugs, alcohol, and substance misuse on individuals bodies, families, finances and communities. • Basic first aid. • When and where to get help/emergency situations • How to make clear call to emergency • Services 999/111 	The world of drugs Drugs, alcohol and tobacco Basic first aid
Year 9	Autumn 1	<ul style="list-style-type: none"> • All about me and you • Recognising how emotions change in different situations, and with different people • Respectful friendships and relationships include trust, respect, honesty, support, what we do together • Bullying in all its forms • Peer pressure grooming/abuse 	Feelings, friends and friendships Families



YEAR GROUP	TERM	TOPIC/THEME DETAILS	THEME
		<ul style="list-style-type: none"> • Stereotyping based on gender, race, religion, sexual orientation or disability can be damaging, unfair and hurtful • Equality (Equality Act 2010) • British Values 	Respectful relationships including friendships
Year 9	Autumn2	<ul style="list-style-type: none"> • The roles and responsibilities of parents, carers, and their own responsibilities – what we do, how we care for each other • Loss, grief, change (divorce and separation). Feelings and how to get help • Different types of relationships • Behaviours in different relationships • Healthy and unhealthy relationships, behaviours, feelings, domestic violence/ coercive /controlling behaviour. 	Respecting the difference between people Relationships
Year 9	Spring 1	<ul style="list-style-type: none"> • Preparing for adulthood • Independence and responsibility – health and hygiene • Healthy lifestyle and keeping fit (include dental hygiene) • What constitutes a healthy diet? What a healthy balanced diet looks like • Benefits of an active lifestyle, on health and mental health/sleep • Breast exams, testicular exams (awareness) 	My healthy body Mental wellbeing Healthy eating Health and Prevention Physical health and fitness
Year 9	Spring 2	<ul style="list-style-type: none"> • Age and development – (including puberty catch up) • Human reproduction • Reproduction, and birth, including pregnancy care. • STI's, and contraceptives • Sex, and sexual acts/activity, consent 	Growing and changing Changing adolescent body



YEAR GROUP	TERM	TOPIC/THEME DETAILS	THEME
			Intimate and sexual relationships including sexual health
Year 9	Summer 1	<ul style="list-style-type: none"> • My body my rules • Privacy and privacy rules • Feeling comfortable and uncomfortable with adults (recognising the signs of abuse) and how to get help, and keep asking until you are heard • Grooming, CSE, harassment, rape, stalking, honour based violence, how these emotionally effect people, now and in the future • How and where to seek help 	Keeping myself safe Being safe
Year 9	Summer 2	<ul style="list-style-type: none"> • Medicine or drugs • Allergies, vaccines, and immunisatoins • The impact of drugs, smoking vaping, alcohol, and substance misuse on individuals, the body, families and communities. • That risky behaviours might happen, if you use alcohol and drugs • Basic first aid – include CPR awareness • Getting help, in the home, school and the wider community • Making call to emergency services 999/111 	The world of drugs Drugs, alcohol and tobacco Basic first aid
Year 10	Autumn 1	<ul style="list-style-type: none"> • Recognising own and other people’s emotions, in different settings and situations, find ways to “cope” • The characteristics of positive and healthy friendship, bullying signs, and where to get help. Signs of peer grooming/abuse • Stereotyping • Equality (Equality Act 2010) 	Feelings, friends and friendships Families



YEAR GROUP	TERM	TOPIC/THEME DETAILS	THEME
		<ul style="list-style-type: none"> British Values 	Respectful relationships including friendships
Year 10	Autumn 2	<ul style="list-style-type: none"> Adults should be trustworthy, and safe, and recognise what signs of unsafe (abuse) are, and how to ask for help Different types of relationships, behaviours and feelings in those relationships Healthy and unhealthy relationships including violent behaviour, coercive control, and sexual violent behaviour Emotions of loss, of grief, divorce, separations, changes in life 	<p>Respecting the difference between people</p> <p>Relationships</p>
Year 10	Spring 1	<ul style="list-style-type: none"> Preparing for adulthood - Healthy lifestyles, including good personal hygiene. Active lifestyle benefits for better mental health Poor diet – health risks, including tooth decay – dental care When to visit the doctor – including – breast exams, testicular exams, and cervical tests. 	<p>My healthy body</p> <p>Mental wellbeing Healthy eating Health and Prevention Physical health and fitness</p>
Year 10	Spring 2	<ul style="list-style-type: none"> Age and development – (including puberty catch up) Sex, and sexual acts/activity, including who you can have sex with (the law) Sexual desire/behaviour Reproduction, and birth, including pregnancy care STI’s, and contraceptives 	<p>Growing and changing</p> <p>Changing adolescent body</p>



YEAR GROUP	TERM	TOPIC/THEME DETAILS	THEME
			Intimate and sexual relationships including sexual health
Year 10	Summer 1	<ul style="list-style-type: none"> • My body belongs to me - privacy, including private conversations, behaviours, activities, including appropriate touch • Grooming, CSE, harassment, rape, domestic abuse, honour based violence - how and where to seek help • The impact of viewing harmful content, porn, the law 	Keeping myself safe Being safe
Year 10	Summer 2	<ul style="list-style-type: none"> • Smoking, the impact on the body • The impact of addiction, drugs, alcohol, and substance misuse on individuals bodies, families and communities. The laws • That risky behaviours might happen, if you use alcohol and drugs • Basic first aid – include awareness of CPR procedure and use of defibrillators • How to make a 999, or 111 	The world of drugs Drugs, alcohol and tobacco Basic first aid
Year 11	Autumn 1	<ul style="list-style-type: none"> • Myself and my friends • Recognise and express own feelings, have good recognition of other people's feelings. • Strategies for dealing with own emotions. • The features of positive and healthy friendship including: trust and respect, managing conflicts, boundaries and honesty, in contrast to unhealthy relationships • Bullying in all its forms, including signs of grooming from peers • Equality (Equality Act 2010), British Values 	Feelings, friends and friendships Respectful relationships, including friendships



YEAR GROUP	TERM	TOPIC/THEME DETAILS	THEME
Year 11	Autumn 2	<ul style="list-style-type: none"> Families (dynamics), family responsibilities, their own responsibilities Respect differences in families and family history, culture, religion (British Values) Different types of relationships Healthy and unhealthy relationships, including domestic violence, forced marriage Violent behaviour, and coercive control, sexual violent behaviour 	<p>Respecting the difference between people</p> <p>Families</p>
Year 11	Spring 1	<ul style="list-style-type: none"> Preparing for adulthood - Independence, preparing food, cleaning/tidy away Benefits of an active lifestyle, on health and mental health- include common mental health problems – Heart health Personal appearance and personal hygiene Self- esteem – body image and the media When to visit the doctor – including – breast exams, testicular exams, and cervical test 	<p>My healthy body</p> <p>Mental wellbeing Healthy eating Health and Prevention Physical health and fitness</p>
Year 11	Spring 2	<ul style="list-style-type: none"> My body, and its functions, including private parts and their functions Sexual desire/appropriate/inappropriate behaviours Consent, sex, and sexual acts/activity Reproduction, and birth, including anti natal care, Include awareness of fertility, miscarriage, and abortion STI's, and contraceptives 	<p>Growing and changing</p> <p>Changing adolescent body</p> <p>Intimate and sexual relationships including sexual health</p>



YEAR GROUP	TERM	TOPIC/THEME DETAILS	THEME
Year 11	Summer 1	<ul style="list-style-type: none"> • Private and public places - including private conversations, behaviours – appropriate/inappropriate • Appropriate/inappropriate touch, keeping harmful secrets • Signs/concerns around, grooming, CSE, stalking, harassment, rape, honour based violence, FGM how these emotionally effect people, now and in the future, how and where to seek help • The impact of viewing harmful content, porn, the law • People that they know strangers or acquaintances behaviours/conversations 	<p>Keeping myself safe</p> <p>Being safe</p>
Year 11	Summer 2	<ul style="list-style-type: none"> • Differentiate between medicine and drugs • Smoking, the impact on the body • The impact of addiction, drugs, alcohol, and substance misuse on individuals, families and communities, and the law • That risky behaviours might happen if you use alcohol and drugs • Basic first aid, include awareness of CPR procedure and use of defibrillators • Emergency services, making a 999 or 111 call 	<p>The world of drugs</p> <p>Drugs, alcohol and tobacco</p> <p>Basic first aid</p>



Appendix 5: Citizenship Curriculum Coverage per Year Group

Year Group	Citizenship
7	<ul style="list-style-type: none"> The functions and uses of money, the importance and practice of budgeting, and managing risk
8	<ul style="list-style-type: none"> The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch The operation of Parliament, including voting and elections, and the role of political parties
9	<ul style="list-style-type: none"> The precious liberties enjoyed by the citizens of the United Kingdom The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities
10	<ul style="list-style-type: none"> Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding The different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity Human rights and international law The legal system in the UK, different sources of law and how the law helps society deal with complex problems
11 - 14	<ul style="list-style-type: none"> Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world