



Gosforth Park First School

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GPFS RSE and PSHE Policy

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1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Give pupils an understanding of the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At GPFS we aim to develop resilient, confident and critical readers and thinkers who have the skills for lifelong learning. We believe that children should be exposed to rich creative experiences which celebrate diversity and develop cultural awareness. We promote their spiritual, moral, cultural, mental and physical development in order to best prepare our pupils for the opportunities, responsibilities and experiences of later life. We aim to nurture and foster the kindness and empathy our pupils will need as fulfilled, responsible and educated citizens of the world.

2. Statutory requirements

As a maintained first school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education. The elements of sex education contained in the science curriculum are taught when pupils are in middle school.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

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

3. Policy development

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

1. **Review** – a member of staff collated all relevant information including relevant national and local guidance
2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
3. **Parent/Stakeholder consultation** – parents and any interested parties were invited to comment on the policy
4. **Pupil consultation** – we investigated what exactly pupils want from their RSE
5. **Ratification** – once amendments were made, the policy was shared with governors and ratified



4. Definition

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

As a first school, we only provide relationships education. RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will seek advice from senior leaders in school.

PSHE Curriculum Overview (Cycle Two)

| PSHE | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|--|--|--|---|
| KS2 Cycle Two | Tale of the Tynes | Victorians | South Africa | Ancient Egyptians | Disaster Strikes | Bronze Age |
| PSHE Weekly Lessons | What strengths, skills and interests do we have? | How do we treat each other with respect? | How can we manage our feelings? | How will we grow and change? | How can our choices make a difference to others and the environment? | How can we manage risk in different places? |
| No Outsiders <i>One text per half term</i> | Blue Book: Dogs Don't Do Ballet (Anna Kemp & Sarah Ogilvie) Learning Outcome: To know when to be assertive | Book: King and King (Linda de Haan & Stern Nijland) Learning Outcome: To understand why people choose to get married | Book: The Way Back Home (Oliver Jeffers) Learning Outcome: To overcome language as a barrier | Book: The Flower (John Light) Learning Outcome: To ask questions | Book: Red: A Crayon's Story (Michael Hall) Learning Outcome: To be what you want to be | Book: Where Happiness Begins (Eva Eland) Learning Outcome: To find happiness |
| | Violet Book: Beegu (Alexis Deacon) Learning Outcome: To be welcoming | Book: Together we can (Carl Hart & Al Pye) Learning Outcome: To include everyone | Book: This is Our House (Michael Rosen) Learning Outcome: To understand what discrimination means | Book: Dogs Don't Do Ballet (Anna Kemp & Sarah Ogilvie) Learning Outcome: To know when to be assertive | Book: Alfred and Aalbert (Morag Hood) Learning Outcome: To find common ground | Book: Red: A Crayon's Story (Michael Hall) Learning Outcome: To be what you want to be |
| | Indigo Book: This is Our House (Michael Rosen) Learning Outcome: To understand what discrimination means | Book: The Hueys in the New Jumper (Oliver Jeffers) Learning Outcome: Use strategies to help someone who feels different | Book: Beegu (Alexis Deacon) Learning Outcome: To be welcoming | Book: Alfred and Aalbert (Morag Hood) Learning Outcome: To find common ground | Book: Together we can (Carl Hart & Al Pye) Learning Outcome: To include everyone | Book: The rabbit listened (Cori Doerrfeld) Learning Outcome: To listen when someone needs me |
| Assembly Focus | A new adventure – a new year International Day of Democracy (September 15 th) Organised by the UN to review the state of democracy in the world and highlight freedom and human rights – linked to British Values Why do we have rules? – Linked to The Rule of Law Harvest Festival (23 rd) | Guy Fawkes Night (November 5 th) This is an annual event held in the UK. It is also known as bonfire night or fireworks night. It commemorates the discovery and prevention of the gunpowder plot. Remembrance Day (November 11 th) This is an annual event, when all the people who have lost their lives while | Resolutions and New Starts (8th Jan) 'The Yes' (Sarah Bee) – staying positive and persevering Goals and Dreams (15th Jan) 'You Choose' (Nick Sharratt) 'Sam Who Went to Sea' (Phyllis Root) 'Whadayamean' (John Birmingham) – making a better world Chinese New Year (1 st February) | Tolerance (25th Apr) accepting difference in a diverse world 'Croc and Bird' (Alexis Deacon) 'Grill Pan Eddy' (Jeanne Willis) 'John Brown, Rose and The Midnight Cat' (Jenny Wagner) St. George's Day (23rd April) We're all British, we're all different (7th May) | Summer Safety (12th June) World Ocean Day (June 8 th) The purpose of World Ocean Day is to inform the world of the impact of human actions on the ocean, develop a worldwide movement of citizens for the ocean, and mobilise and unite the world's | |



6. Delivery of RSE

Our Personal, Social, Health and Economics (PSHE) and RSE education, including statutory Relationships and Health education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

Gosforth Park First School has developed a clear and comprehensive PSHE scheme of work in line with the National Curriculum, tailored to our children, using the National PSHE Association for guidance. PSHE is taught as both explicit weekly lessons using the PSHE Scheme of Work; but is also fully embedded in every aspect of our curriculum and day-to-day life of the school. We are also a No Outsiders school and pride ourselves on inclusive education, promoting community cohesion to prepare young people and adults for life as global citizens.



The PSHE programme of study is based on **three core themes** within which there will be a broad overlap and flexibility:

- 1. Physical Health and Mental Wellbeing (with particular focus on resilience and emotional wellbeing)**
- 2. Relationships**
- 3. Living in the wider world**

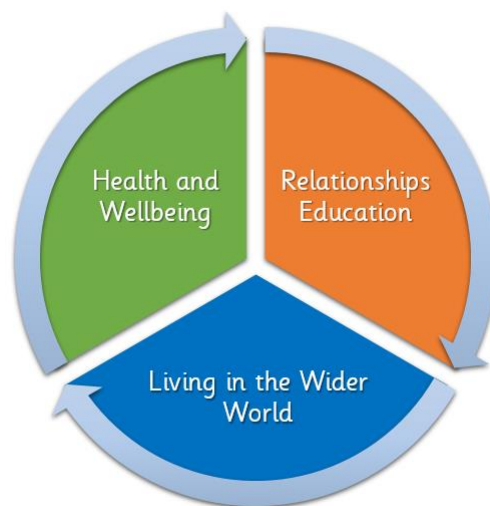
RSE is taught within the personal, social, health and economic education curriculum. Biological aspects of RSE are also taught within the science curriculum (for example the lifecycle of a frog), and other aspects are included in religious education (RE) such as marriage.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).





7. Roles and responsibilities

7.1 The governing body

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

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

7.3 The PSHE Lead

The PSHE Lead will support colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. When using external speakers e.g. health promotion specialists, school nurses, NSPCC, family links – doctors, community police and fire officers, to deliver aspects of our PSHE programme, the PSHE Lead will ensure that these support and benefit our PSHE curriculum and needs of the children in our school. Their input will be carefully planned and monitored so as to fit into and complement the programme. Teachers are always present during these sessions and remain responsible for the delivery of the PSHE programme. These sessions are always in addition to class teaching.

7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

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

All class teachers are responsible for teaching RSE in our school. Each class teacher is responsible for delivering the PSHE topics to their class.

7.5 Pupils

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



8. Parents' right to withdraw

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

Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE, however these elements are not taught at Gosforth Park and will be taught at middle school.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by link governor & PSHE lead, through:

- Book looks
- Monitoring of planning
- Learning walks
- Pupil interviews

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

This policy will be reviewed by PSHE Lead. At every review, the policy will be approved by the governing body.



Appendix 1: Curriculum map

Relationships and sex education curriculum map

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|------------|---|--|--|--|--|---|
| KS1 Cycle One | Topic: | Gosforth Is Great! | Toys | Pole to Pole | Wonder Women | Out of Africa | Seaside |
| | RE: | Expressions of belonging and visiting a place of worship | Christmas Hanukkah | Introducing the Bible through characters and stories/Easter | Ideas about God in Christianity and Judaism | Judaism: Torah and Shabbat | Judaism: beliefs and practise |
| | PSHE: | Relationships What is the same and different about us? | Relationships Who is special to us? | Health and well being What helps us stay safe? | Living in the Wider World What can we do with money? | Health and Well Being | Living in the Wider World How can we look after each other and the world? |
| | Computing: | E-safety and Coding (Code.org Course C) | Complete Course C Beebots (iPads) | Information technology (Book creator) | Information Technology (iMovie & Word & PowerPoint) | Coding (Scratch Jnr iPads) | Information Technology (Google Earth) |
| KS1 Cycle Two | Topic: | Pirates | Fire, Fire | Home and Away | Fantastic Firsts | On the Move | Kings, Queens and Castles |
| | RE: | Christian beliefs and practise | Festivals of light/Christmas/Creation Stories | Teaching through stories/Easter | Visiting a place of worship/introduction to Islam | Islam | Special books |
| | PSHE: | Relationships What makes a good friend? | Relationships What is bullying? | Living in the Wider World What jobs do people do? | Health and well being What helps us to stay safe? | Health and Well Being What helps us grow and stay healthy? | Health and Well Being How do we recognise our feelings? |
| | Computing: | E-safety (my online life) and Information technology (2:simple) | Information Technology (Book Creator and Google Earth) | Coding (Code.org- recap Course A and begin Course B) | Coding (Code.org- continue Course B & Beebots) | Information Technology (Word and PowerPoint) | Coding (Daisy the Dino) |
| KS2 Cycle One | Topic: | Gosforth is Great! | World War 2 | Hola! | Romans | Go Green | Ancient Greece |
| | RE: | Expressions of identity | Meanings within Christmas and Diwali | The content and significance of the Bible and meanings within Easter | The person of Jesus | Hinduism: God and worship in the home. Visiting a place of worship | Hinduism: beliefs and practise |
| | PSHE: | Relationships How can we be a good friend? | Health and wellbeing What keeps us safe? | Relationships What are families like? | Living in the Wider World What makes a community? | Health and Well Being Why should we eat well and look after our teeth? | Health and Well Being Why should we keep active and sleep well? |
| | Computing: | E-safety and Information technology (My online life and book creator). | Information Technology (Word/PowerPoint/ Excel) | Coding (Code.org- Course E) | Coding (Code.org- complete Course E) | Coding (Scratch software on computers) | Information Technology (Photoshop & Google Earth) |
| KS2 Cycle Two | Topic: | Tale of the Tyne | Victorians | South Africa | Ancient Egyptians | Disaster Strikes | Amazon |
| | RE: | The meanings of signs and symbols in religion | Christmas journeys | Sikhism | | Religions in the local community. Visiting a place of worship | Northern Saints. |
| | PSHE: | Health and wellbeing What strengths, skills and interests do we have? | Relationships How do we treat each other with respect? | Health and well being How can we manage our feelings? | Health and well being How will we grow and change? | Living in the wider world How can our choices make a difference to others and the environment? | Health and Well Being How can we manage risk in different places? |
| | Computing: | E-safety and Coding (Code.org- Course D) | Coding (Code.org- Complete Course D) | Information Technology (Book Creator) | Information Technology (Word/PowerPoint) | Information Technology (Google Earth) and iMovie | Coding (Scratch on computers) |



Appendix 2: By the end of primary school pupils should know (RSE)

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|---|
| Families and people who care about me | <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |



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



| 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 3: Relationships and Sex Education Planning

| YEAR | TERM | TOPIC/THEME DETAILS | RESOURCES |
|--------|----------|---|------------------|
| Year 1 | Autumn 1 | What is the same and different about us? <ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private | PSHE Association |
| | Autumn 2 | Who is special to us? <ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do/enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried | |
| | Spring 1 | What helps us stay healthy? <ul style="list-style-type: none"> • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing | |
| | Spring 2 | What can we do with money? <ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this | |



| | | |
|--------|--|--|
| | <p>Summer 1</p> <p>Who helps us to keep safe?</p> <ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say <p>Summer 2</p> <p>How can we look after each other and the world?</p> <p>how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</p> <ul style="list-style-type: none"> • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group | |
| Year 2 | <p>Autumn</p> <p>What makes a good friend?</p> <ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy <p>What is bullying?</p> <ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so <p>Spring 1</p> <p>What jobs do people do?</p> <ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life | |



| | | |
|--------|---|--|
| | <p>Spring 2</p> <p>What helps us to stay safe?</p> <ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them <p>Summer 1</p> <p>What helps us grow and stay healthy?</p> <ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun <p>Summer 2</p> <p>How do we recognise our feelings?</p> <ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it | |
| Year 3 | <p>Autumn 1</p> <p>How can we be a good friend?</p> <ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support | |



| | | | |
|--|----------|---|--|
| | Spring 1 | What keeps us safe? <ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services | |
| | Spring 2 | What makes a community? <ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them | |
| | Autumn 2 | What are families like? <ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe | |
| | Summer 1 | Why should we eat well and look after our teeth? <ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care | |



| | | | |
|--------|----------|---|--|
| | Summer 2 | Why should we keep active and sleep well? <ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried | |
| Year 4 | Autumn 1 | What strengths, skills and interests do we have? <ul style="list-style-type: none"> • how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking | |
| | Autumn 2 | How do we treat each other with respect? <ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns | |
| | Spring 1 | How can we manage our feelings? <ul style="list-style-type: none"> • how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings | |



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| | Spring 2 | <p>How can we manage risk in different places?</p> <ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law | |
| | Summer 1 | <p>How can our choices make a difference to others and the environment?</p> <ul style="list-style-type: none"> • how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way | |
| | Summer 2 | <p>How will we grow and change?</p> <ul style="list-style-type: none"> • about puberty and how bodies change during puberty • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty | |

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|----------------------------------|
| Relationships |
| Health and Wellbeing |
| Living in the Wider World |





Appendix 3: No Outsiders Overview

| Term Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------|---|--|---|--|--|--|
| EYFS | You Choose (Nick Sharratt and Pippa Goodheart) LI: To say what I think | Red Rockets and Rainbow Jelly (Sue Heap & Nick Sharratt) LI: To understand that it is ok to like different things | Blue Chameleon (Emily Gravett) LI: To make friends with someone different | The Family Book (Todd Parr) LI: To understand that all families are different | Mommy, Mama & Me (Leslea Newman & Carol Thompson) LI: To celebrate family | Egg (Sue Hendra & Paul Linnet) LI: To accept change |
| Year one | My World, Your World (Melanie Walsh) LI: To understand that we share the world with lots of people | Ten Little Pirates (Mike Brownlow & Simo Rickerty) LI: To play with boys and girls | Max the Champion (Sean Stockdale, Alexandra Strick & Ros Asquith) LI: To understand that our bodies work in different ways | Elmer (David McKee) LI: To like the way I am | Silly Billy (Anthony Browne) LI: To talk about my worries | Tiny and Teeny (Chris Judge) LI: To think of ways to help |
| Year 1/2 | The First Slodge (Jeanne Willis) LI: To understand how we share the world | The Great Big Book of Families (Mary Hoffman & Ros Asquith) LI: To understand what diversity is | Elmer (David McKee) LI: To like the way I am | The Odd Egg (Emily Gravett) LI: To understand what makes someone feel proud | The Worrysaurus (Rachel Bright & Chris Chatterton) LI: To recognise when I am worrying | Silly Billy (Anthony Browne) LI: To talk about my worries |
| Year two | The Great Big Book of Families (Mary Hoffman & Ros Asquith) LI: To understand what diversity is | The First Slodge (Jeanne Willis) LI: To understand how we share the world | The Odd Egg (Emily Gravett) LI: To understand what makes someone feel proud | Blown Away (Rob Biddulph) LI: To be able to work with everyone in my class | The Boy Who Loved Everyone (Jane Porter & Maisie Paradise Shearring) LI: To play safe games | Ruby's Worry (Tom Percival) LI: To know what to do with a worry |
| Year three | This is Our House (Michael Rosen) LI: To understand what discrimination means | The Hueys in the New Jumper (Oliver Jeffers) LI: Use strategies to help someone who feels different | Beegu (Alexis Deacon) LI: To be welcoming | Aalfred and Aalbert (Morag Hood) LI: To find common ground | Together we can (Carl Hart & Ali Pye) LI: To include everyone | The rabbit listened (Cori Doerrfield) LI: To listen when someone needs me |
| Year 3/4 | Beegu (Alexis Deacon) LI: To be welcoming | Together we can (Carl Hart & Ali Pye) LI: To include everyone | This is Our House (Michael Rosen) LI: To understand what discrimination means | Dogs Don't Do Ballet (Anna Kemp & Sarah Ogilvie) LI: To know when to be assertive | Aalfred and Aalbert (Morag Hood) LI: To find common ground | Red: A Crayon's Story (Michael Hall) LI: To be what you want to be |
| Year four | Dogs Don't Do Ballet (Anna Kemp & Sarah Ogilvie) LI: To know when to be assertive | King and King (Linda de Hann & Stern Nijland) LI: To understand why people choose to get married | The Way Back Home (Oliver Jeffers) LI: To overcome language as a barrier | The Flower (John Light) LI: To ask questions | Red: A Crayon's Story (Michael Hall) LI: To be what you want to be | Where Happiness Begins (Eva Eland) LI: To find happiness |