

**LOWER PARK PRIMARY SCHOOL**

# **Relationships and Sex Education Policy**

**June 2023**



With reference to:

Children and Social work act 2017

[Education Act 1996](#).

Relationships (and sex) education and health education June 2020

<b>Approved by:</b>	Lower Park Primary School Governing Body	<b>Date:</b> 25 <sup>th</sup> May 2023
<b>Last reviewed on:</b>	May 2023	
<b>Next review due by:</b>	June 2024	

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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
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To develop a culture of tolerance, friendships, support and inclusion

## 2. Statutory requirements

As a maintained primary 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 but we do need to teach the elements of sex education contained in the science curriculum.

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 Lower Park Primary School, we teach RSE as set out in this policy.

## 3. Policy development

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

1. Review –The head teacher and SLT reviewed 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 read, view the content and comment upon of the SRE policy delivered on line
4. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

As a primary school, we will only provide relationships education and will choose to teach sex education that is covered in the science curriculum. A stand-alone section on puberty and conception will be taught in Year 5 and 6 in preparation for the move to high school. Pupils at Lower Park meet this element of their science curriculum.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

## 5. Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Teaching methods should take account of those asking the questions (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. The school should consider what is appropriate and inappropriate in a whole-class setting, as staff may require support and training in answering questions that are better not dealt with in front of a whole class.

Primary sex education is not compulsory in primary schools but in our school sex education will focus on:

- › Preparing boys and girls for the changes that adolescence brings
- › How a baby is conceived and born
- › The content of the national science curriculum

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

## 6. Delivery of RSE

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

Pupils also receive stand-alone sex education sessions delivered by school or, when possible, a trained health professional in Year 5 and 6.

At Lower Park:

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
- › Puberty, conception and how a baby is born ( Y6)

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, LGBTQ 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 board will approve the RSE policy, and hold the head teacher to account for its implementation.

### **7.2 The head teacher**

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

### **7.3 Staff**

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher. RSE will be taught by all class teachers and puberty elements by the school nurse.:

#### **7.4 Pupils**

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

### **8. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE, which in this school will be covered in Year 5 & 6 as part of puberty education

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

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

### **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 head teacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

### **10. Monitoring arrangements**

The delivery of RSE is monitored by Mrs A Lomas (head teacher) and Mrs E Cunha (Deputy Head)PSHE lead) through:

Planning scrutiny, learning walks, discussions with staff at staff meetings, discussions with pupils in lessons etc.

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

This policy will be reviewed by the head teacher, every three years. At every review, the policy will be approved by the pupil and curriculum committee and ratified by the full governing body at the next meeting.

# Appendix 1 Curriculum Coverage

EYFS		
Autumn	Spring	Summer
Cycle 1 and 2		
<p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say.</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul>	<p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say.</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul>	<p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>They play co-operatively, taking turns with others.</li> <li>They take account of one another's ideas about how to organise their activity.</li> <li>They show sensitivity to others' needs and feelings.</li> <li>They form positive relationships with adults and other children.</li> <li>Plays group games with rules</li> <li>Understands someone else's point of view can be different from theirs.</li> <li>Resolves minor disagreements through listening to each other and coming up with a fair solution</li> <li>Understands what bullying is and that this is not acceptable behaviour</li> </ul>
<p><b>Self Confidence and Self awareness</b></p> <ul style="list-style-type: none"> <li>Confident to speak to others about own needs, wants, interests and opinions.</li> <li>Can describe self in positive terms and talk about abilities.</li> </ul>	<p><b>Self Confidence and Self awareness</b></p> <ul style="list-style-type: none"> <li>Confident to speak to others about own needs, wants, interests and opinions.</li> <li>Can describe self in positive terms and talk about abilities.</li> </ul>	<p><b>Self Confidence and Self awareness</b></p> <ul style="list-style-type: none"> <li>They are confident to try new activities.</li> <li>They say why they like some activities more than others</li> <li>They are confident to speak in a familiar group and will talk about their ideas.</li> <li>They will choose the resources they need for their chosen activities. They say when they do or don't need help.</li> <li>Resourceful in finding support when they need help or information</li> <li>Talks about plans they have made to carry out activities and what they might change if they were to repeat them.</li> <li>Confident to speak to a class or group</li> <li>Talk about the things they enjoy and are good at and about things they don't find easy.</li> </ul>
<p><b>Managing Feelings and Behaviour</b></p> <ul style="list-style-type: none"> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul>	<p><b>Managing Feelings and Behaviour</b></p> <ul style="list-style-type: none"> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul>	<p><b>Managing Feelings and Behaviour</b></p> <ul style="list-style-type: none"> <li>They talk about how they and others show feelings.</li> <li>They talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</li> <li>They work as part of a group or class, and understand and follow the rules.</li> <li>They adjust their behaviour to different situations, and take changes of routine in their stride.</li> <li>Knows some ways to manage their feelings and begins to use these to maintain control</li> <li>Listens to other's suggestions and plans how to achieve an outcome without adult help</li> <li>Knows when and how to stand up for themselves appropriately</li> <li>Stops and thinks before acting and waits for things they want</li> </ul>
<p>SEAL: New beginnings Baby Shark hand wash song - hand hygiene Classroom routines and rules (discuss how it makes adult feel) Support children in making friends SEAL: Getting on and falling out How to deal with anger e.g. when someone has taken a toy Bonfire night safety <b>Anti-Bullying Week</b> Including performance from outside agency (November)</p>	<p>Gaining confidence Self-awareness and awareness of others feelings SEAL: Going for Goals <b>Safer Internet Day (Early February)</b> Take part in online safety learning using the Safer Internet day resources Board Games – taking turns – snakes and ladders/ supermarket game/ fishing for numbers – can they invent their own board game with rules SEAL: Good to be me Feelings – looking at facial expression</p>	<p>Safety outside school Sun safety Change-transition to new class SEAL: Relationships SEAL: Changes Internet safety – Recap the internet rules and focus on an adult being present when they use the internet. Use Smartie The Penguin resource PPT: <a href="https://www.childnet.com/resources/smartie-the-penguin">https://www.childnet.com/resources/smartie-the-penguin</a>  Transition to year 1 Discuss how they could help next year's Reception class</p>

## KEY STAGE ONE

Autumn	Spring Cycle 1	Summer
<p style="text-align: center;"><u>London Town</u></p> <p><b>Getting to Know You</b> To discuss likes and dislikes. ♣ To listen to others. ♣ To think about the ways in which we are similar and different to others. ♣ To think about why it is good to be different In this lesson pupils will share their likes and dislikes as well as what makes them special. Activities provide lots of opportunities for pupils to learn about their classmates and appreciate the similarities and differences within the class</p> <p><b>Why do we wash our hands?</b> In this lesson pupils will learn that washing their hands can help to prevent the spread of germs which cause illnesses. Pupils will experiment with hand washing techniques before being given advice on how to effectively clean their hands and when hand washing is essential. Through creating rhymes and posters, pupils will consolidate and share their learning with their schoolmates.</p> <p><b>Healthy Eating</b> In this lesson pupils will learn about the importance of eating the right amounts of different food groups as part of a healthy lifestyle. Pupils will have the opportunity to design their own healthy meal and will identify foods they should eat plenty of, some of and small amounts of in their day to day lives.</p> <p><b>Meet the Go-Givers</b> PSHE and Citizenship: → To recognise, name and deal with their feelings in a positive way To think about themselves, learn from their experiences and recognise what they are good at</p> <p><b>Who's Afraid?</b> Citizenship → To recognise, name and deal with their feelings in a positive way (1c) → To think about themselves, learn from their experiences and recognise what they are good at (1d)</p> <p><b>Litter: The Picnic</b> To agree and follow rules, and understand how rules help us Pupils should be taught what improves and harms their local, natural and built environments and about some of the ways people look after them To consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues)</p> <p><b>Rules: You Can't Do That Here!</b> To recognise, name and deal with their feelings in a positive way. → To know rules for, and ways of keeping safe, including basic road safety, and about people who can help them stay safe. → To recognise how their behaviour affects other people.</p> <p><b>Plastic Pollution</b> To know what improves and harms our local, natural and built environments, and about some of the ways people look after them. Consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues);</p> <p><b>Who Can Help?</b> To learn about the people in our community who can help us. ♣ To learn how to ask for help when they need it. ♣ To know how and when to make a 999 call. In this lesson pupils will learn about the 'special' people who help in their community. They will consider who can help them in different situations and how they can ask for help when they need it. Pupils will also discuss what is meant by the term 'emergency' and how to</p>	<p style="text-align: center;"><u>Weird and Wonderful creatures</u></p> <p><b>Caring for Pets</b> Citizenship: To realise that people and other living things have needs, and that they have responsibilities to meet them. To share their opinions on things that matter to them and explain their views. To take part in discussions with one other person and the whole class. PSHE: That people and other living things have rights and that everyone has responsibilities to protect those rights.</p> <p><b>The Selfish Little Red Hen</b> To share their opinions on things that matter to them and explain their views. To recognise choices they make and recognise the difference between right and wrong. To listen to other people, and play and work co-operatively</p> <p><b>Safer Internet Day (Early February)</b> Take part in online safety learning using the Safer Internet day resources</p> <p><b>Please Help Mitali</b> PSHE and Citizenship: → To think about themselves, learn from their experiences and recognise what they are good at To recognise how their behaviour affects other people</p> <p><b>Get Better Soon</b> That all household products, including medicines, can be harmful if not used properly That family and friends should care for each other How to make simple choices that improve their health and well-being</p> <p><b>Caring for our Communities</b> To think about the importance of caring for our community. ♣ To understand that all members of the community have caring responsibilities. ♣ To take an active role in the care of the community. In this lesson pupils will think about the importance of caring for their community and the varied caring responsibilities which are held by members of the community. They will identify who in the community cares for their needs and how they can reciprocate by taking an active role in their community.</p> <p><b>How do you feel today?</b> To recognise, name and deal with their feelings in a positive way ♣ How to make simple choices that improve their health and wellbeing ♣ To know that family and friends should care for each other In this lesson pupils explore their feelings through a story which focus' on the Go-Givers Mitali and Anna. Mitali is concerned about a sudden change in Anna's behaviour and explores ways that he can help her. Pupils look at ways to look after their mental health.</p>	<p style="text-align: center;"><u>The Great Outdoors</u></p> <p><b>Expedition to Planet Blueball</b> Pupils should be taught what improves and harms their local, natural and built environments and about some of the ways people look after them To consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues)</p> <p><b>Protecting Local Habitats</b> Pupils should be taught what improves and harms their local, natural and built environments and about some of the ways people look after them</p> <p>Pupils should be taught to consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues)</p> <p><b>Disability: Stairs</b> To understand what the term disability means and begin to think about how disabled people with determination can overcome many difficulties.</p> <p><b>Exploring Our Community</b> Citizenship: To recognise what they like and dislike To take part in discussions with one other person and the whole class To recognize that they belong to various groups and communities, such as family and school What improves and harms their local, natural and built environments and about some of the ways people look after them To know that family and friends should care for each other</p> <p><b>My Goals</b> To set simple goals. ♣ To think about the steps needed to reach goals.</p> <p>In this lesson pupils will learn to set simple goals and consider the steps they can take towards achieving them.</p> <p><b>Hectors World - internet safety</b> Think You Know series of short internet safety videos for discussion during story time. <a href="https://www.thinkuknow.co.uk/4_7/hectorsworld/">https://www.thinkuknow.co.uk/4_7/hectorsworld/</a></p>



contact the emergency services by dialling 999

**Anti-Bullying Week**

Including performance/workshop from outside agency (November)

## Cycle 2

**Tell me a story**

**Why do we have rules?**

To understand why rules and laws are made; ♣ To learn about different types of rules and rule makers; ♣ To think about the good and bad points of having rules.

In this lesson pupils will think about the purpose of rules by reflecting on what life might be like without them. Pupils will discuss different types of rules in the home, school and wider community and be encouraged to consider their benefits and disadvantages. Through devising the rules for a game, pupils will gain experience of creating, communicating and reviewing rules. The lesson closes with an opportunity for pupils to propose a rule that will improve their school.

**Sticks and Stones**

To recognise, name and deal with their feelings in a positive way

To realise that people and other living things have needs, and that they have responsibilities to meet them

**Bouncing Back**

Citizenship:

To recognise, name and deal with their feelings in a positive way.

To think about themselves, learn from their experiences and recognise what they are good at.

Feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves).

PSHE:

Resilience (including self-motivation, perseverance and adaptability).

Self-regulation (including promotion of a positive, growth mind-set1 and managing strong emotions and impulses). Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect).

**More than one Friend**

To recognise, name and deal with their feelings in a positive way. → To realise that people and other living things have needs, and that they have responsibilities to meet them → To

recognise how their behaviour affects other people → To know that families and friends should care for one another.

**People who are special to me**

To think about the people who are special to me. ♣ To explain why some people are special to me. ♣ To learn about the people who are special to others.

In this lesson pupils will think about the 'special people' in their lives such as family, friends and carers. Pupils will be encouraged to recognise and respect the diversity found in different families and support networks, developing an appreciation that all 'special people' are characterised by their loving and caring qualities.

**Anna's Monster Lies**

PSHE and Citizenship:

Pupils should be taught to recognise what they like and dislike, what is fair and unfair, and what is right and wrong • Pupils should be taught to recognise, name and deal with their feelings in a positive way

Pupils should be taught how to set simple goals.

**Christmas with the Go Givers**

Citizenship: To realise that people and other living things have needs, and that they have responsibilities to meet them realise that people and other living things have needs, and that they have responsibilities to meet them

To know that they belong to various groups and communities, such as family and school

To realise that money comes from different sources and can be used for different purposes

To know that families and friends should care for each other

To consider social and moral dilemmas that they come across in everyday life

**Anti-Bullying Week**

Including performance/workshop from outside agency (November)

**Farm to Fork**

**Bullying: I won't be made to feel bad**

PSHE and Citizenship: → To recognise, name and deal with their feelings in a positive way To think about themselves, learn from their experiences and recognise what they are good at

**Vote for the Go-Givers**

PSHE and Citizenship: Pupils should be taught to:

- share their opinions on things that matter to them and explain their views
- take part in a simple debate about topical issues
- recognise choices they can make

**Safer Internet Day (Early February)**

Take part in online safety learning using the Safer Internet day resources

**Africa**

Citizenship/PSHE

To identify and respect the differences and similarities between people

Take part in discussions

**Mitali Looses his Cool**

PSHE and Citizenship: → To think about themselves, learn from their experiences and recognise what they are good at → To recognise how their behaviour affects other people

**Saving Energy**

Citizenship:

To take part in a simple debate about topical issues

To realise that people and other living things have needs, and that they have responsibilities to meet them

To know what improves and harms their local, natural and built environments, and about some of the ways people look after them

**Difficult Decisions**

To think carefully about our choices. ♣ To talk about what we think is right and wrong.

Over a series of short sessions, pupils will have the opportunity to consider simple social and moral dilemmas which may arise in day to day life. Pupils will be encouraged to make decisions by first considering their options before exploring the consequences of different actions through participating in group role plays.

**Where do you stand?**

To share your views and opinions. ♣ To think about two sides of an argument

In this lesson pupils will learn to express whether they agree or disagree with an idea. Pupils will then be introduced to the concept of weighing up arguments by considering points made for and against school policies.

**Excellent Explorers**

**It's a Dog's Life**

To realise that people and other living things have needs, and that they have responsibilities to meet them

To recognise how their behaviour affects other people

**Golden Girl: Jessica Ennis**

PSHE and Citizenship:

To think about themselves, learn from their experiences and recognise what they are good at To take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from']

**To Give is to Receive**

Citizenship

To realise that money comes from different sources and can be used for different purposes

- To know that family and friends should care for each other

**The Golden Statue**

Charitable Giving → To know that the generosity with which we give is more important than how much we give. Citizenship → To know that money comes from different sources and can be used for different purposes

**Family Changes**

\_To think about how families can change; ♣ To understand the positives and negatives of change; ♣ To identify people who can help us during a time of change; ♣ To offer support to someone in a time of change.

In this lesson pupils will discuss times of change in families. They will consider the worries associated with change as well as the advantages that some changes can bring. Pupils will then go on to identify sources of help for those who are struggling with change. They will read examples of characters who are experiencing a time of change and compose letters of support.

**I am Unique**

To understand what it means to be unique. ♣ To think about the ways in which I am unique.

In this lesson pupils will gain an understanding of what it means to be unique through participating in a range of games and activities. They will consider why they should treasure their differences and be given the opportunity to create unique pieces of art and poetry.

**Keeping Safe at home**

\_To spot things that are unsafe in the home ♣ To learn ways to keep safe in the home.

They will learn how they can help adults to keep them safe by reporting problems and keeping the home tidy. Pupils will demonstrate their learning through creating a poster advising on home safety

## LOWER KEY STAGE TWO

Autumn

Spring  
Cycle 1

Summer

### Gods and mortals

#### Our Class

♣ To learn more about my classmates. ♣ To suggest solutions to problems in the class. ♣ To identify the qualities and behaviours of a good classmate  
In this lesson pupils will take part in icebreaker activities that encourage them to consider the views and experiences of their classmates. They will discuss common problems that can arise within the class and playground setting and discuss means of resolution. Pupils will go on to identify the qualities and behaviours that they value in classmates and develop a weekly nominations scheme in which they can celebrate the positive contributions of their peers

#### Microorganisms

'Microorganisms' Key Learning Objectives: PSHE and Citizenship: → To research, discuss and debate topical issues, problems and events (2a) → To know that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread (3b) → What makes a healthy lifestyle, including the benefits of exercise (3a)

#### Let's Get Active (KS1 unit)

In this lesson pupils will think about the physical and mental benefits of exercise for health and wellbeing. They will learn about the importance of keeping active as part a healthy lifestyle and consider how different types of activity affect their bodies and minds.

#### Tongue (KS1)

Pupils will read a tale adapted from Carib tradition which tells of how words can be used for good or bad. In discussion, pupils will consider the effects of speaking in aggressive and/or negative language and how well-chosen words can improve relationships

■ To think about how words can be used for good or bad; ■ To think about how our words makes others feel.

#### Peer Pressure: It's Your Choice

To know how and why rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules  
To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view (4a) → To know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment (2j)

#### The Two Brothers (KS1)

Pupils will read a tale adapted from Egyptian legend which tells of the love and care which two brothers showed for each other. In discussion, pupils will consider the qualities that they value in a sibling or friend and how siblings and friends can show support for one another. Pupils will conclude the lesson with two games which are designed to develop the teamwork and communication skills needed to be a supportive member of the class.

■ To think about what makes someone a good brother, sister or friend; ■ To practise working as part of a team.

**Challenging Stereotypes To** understand the term stereotype. ♣ To identify stereotypes. ♣ To consider the negative effects of stereotypes. ♣ To challenge stereotypes through research and discussion. ♣ To learn from those who have challenged stereotypes

This lesson is divided into two parts. In the first section of the lesson pupils will develop an understanding of the term 'stereotype', identify examples of stereotypical opinions and discuss the harm that stereotypes can cause. In the second portion of the lesson pupils will focus on

### Water

#### Climate Change

Part 1: What is climate change?

Part 2: What are the causes of climate change?

Part 3: What is the impact of climate change?

Part 4: What can we do?

That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities (L7)

To recognise the role of voluntary, community and pressure groups, especially in relation to health and well-being (L10)

#### Safer Internet Day (Early February)

Take part in online safety learning using the Safer Internet day resources

#### Water: Our Most Precious Resource

Pupils will learn about the qualities of water and why it is vital to life on Earth. They will consider the problems facing people who cannot access clean water and the pressures that have been placed on our water supply due to climate change and population growth. Finally, through the example of Cape Town's water crisis, pupils will reflect on the implications of water shortages before learning about how they can take action in their own lives to save water.

Lesson objectives: ■ To understand that water is essential to life on Earth ■ To understand the importance of clean water for human health ■ To understand the threats to our water sources ■ To involve students in water saving activities

#### How should we Farm?

Pupils will learn about different farming methods. They will consider the advantages and disadvantages of these methods and learn how to identify labels that indicate how food has been farmed. Lesson objectives: By the end of this lesson pupils will ... ■ Understand the term free range ■ Understand the term intensive farming ■ Understand the term organic farming ■ Consider the advantages and disadvantages of different farming methods ■ Identify labels that indicate farming methods

#### The Value of Trees part 1 – 3

To understand the role that trees play in supporting life on Earth. ♣ To understand the importance of trees to human lives. ♣ To research deforestation and its effect on the world. ♣ To involve students in forestry renewal campaigns  
In this lesson pupils will learn about the role trees play in supporting life on Earth and their importance in our daily lives. They will examine the effects of deforestation and learn how they can help to renew forests.

### Disaster zones (Romans)

#### Taking Responsibility

This lesson is based around a traditional poem about four children named Everybody, Somebody, Anybody and Nobody. It introduces children to the idea of taking responsibility for their actions in the context of tidying up their toys. A number of different activities have been suggested to reinforce learning. Choose as many of these activities as you feel appropriate, they do not need to be run in any order. Lesson objectives: ■ Understand what is meant by the word responsibility. ■ Describe a number of different things that they have responsibility for. ■ Describe a number of different things that other people have responsibility for. ■ Explore how it feels when we take responsibility for our actions compared to when we make excuses.

#### Pete's Parathletics

PSHE and Citizenship: • To realise that people and other living things have needs, and that they have responsibilities to meet them (2e) • To identify and respect the differences and similarities between people (4c)

#### Go-Givers Playground (KS1)

Pupils will consider the varying needs and interests of the Go-Giver characters and design a playground that matches these requirements. They will work in groups to present their ideas and agree rules that will keep the Go-Givers safe and happy in their playground.

To consider and plan for the needs of others

#### Conflict Part 1 – Reacting to conflict

To explain the term conflict. ♣ To suggest helpful and unhelpful reactions to a conflict. ♣ To reflect on whether their reactions to conflict are helpful or unhelpful and how their responses to conflict could be improved.

In this lesson pupils will take part in discussions relating to situations of conflict. Pupils will consider actions which provoke conflict and actions which can help to calm conflict. They will reflect on their own responses to conflict and identify their personal areas for development. Activities are designed to help pupils improve their self-awareness, equipping them with simple strategies for responding proactively to confrontation

#### Conflict Part 2- Mediation

To explain the term mediation. ♣ To use simple mediation. strategies to resolve differences. ♣

To consider different points of view.

In this lesson pupils will discuss the principles of simple mediation strategies and apply these in role play scenarios to explore how people can voice and resolve their differences. The activities are designed to develop the pupils' communication skills and empathy as they engage in mediation talks which require them to walk in someone else's shoes

#### Discrimination

To understand the term discrimination. ♣ To be able to describe and identify examples of discrimination. ♣ To explore the impact of discrimination on individuals and society. ♣ To learn about the Equality Act and its protections.

In this lesson pupils will develop their understanding of the term 'discrimination'. Pupils will consider what makes them unique and learn which characteristics are protected under the Equality Act. Pupils will examine different acts of discrimination and discuss how these acts impact upon individuals and society.

#### Internet safety

##### Website:

<https://beinternetlegends.withgoogle.com>

##### Planning :

<https://storage.googleapis.com/gweb-interland.appspot.com/en-gb->

<p>campaigns and advertising regulations in the UK that challenge gender stereotypes.  <u>Anti-Bullying Week</u>          Including performance from outside agency (November)</p>		<p><a href="#">all/hub/pdfs/Google_InternetLegends_Scheme%20of%20Work.pdf</a></p> <p>Be Internet Legends lessons:          Lesson 1, Be Internet Sharp &amp; Be Internet Alert (for ages 7-9)          Lesson 2, Be Internet Secure &amp; Be Internet Kind (for ages 7-9)</p>
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## Cycle 2

<u>Scavengers and Tribal tales</u>	<u>The Iron man</u>	<u>Temples Tombs and Treasures</u>
<p><b>Rules</b></p> <p>Children explore what rules are, why we need them and create a set of rules for their classroom. Ideally this activity will take place at the start of the school year. A number of different ideas for how rules can be agreed upon have been included.</p> <p>Lesson objectives: ■ Understand what rules are. ■ Be able to explain why we need rules. ■ Suggest a number of rules that should be used in their classroom.</p> <p><b>What are Human rights?</b></p> <p>To understand the term 'human rights'. ♣ To learn that we all have human rights which are set out in the Universal Declaration of Human Rights. ♣ To examine individual human rights and discuss why they are important to all people.</p> <p>In this lesson pupils will explore what human rights are. They will examine individual human rights and discuss why they are of primary importance to all people and society. Pupils will be given a basic overview of the United Nations Declaration of Human Rights and how the law in the UK protects all citizens' human rights.</p> <p><b>Children's Rights</b></p> <p>Pupils will learn that there are specific rights for children which are set out in the United Nations Conventions on the Rights of the Child. Pupils will learn about the evolution of these rights through studying the life and works of Eglantyne Jebb who was the founder of Save the Children and author of the first declaration of children's rights. Pupils will then consider how their rights are met at school and how they can contribute to a culture in which children's rights are valued and upheld.</p> <p>Lesson objectives: ■ To understand that there are specific rights for children; ■ To consider why children need special protections; ■ To think about children's rights at school; ■ To learn about individuals and groups that campaign for and support children's rights; ■ To take action in support of children's rights.</p> <p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (L3).</p> <p><b>Conflicting Rights</b></p> <p>To understand what is meant by rights being in conflict. 'To think about how we can find resolution when rights are in conflict.</p> <p>In this lesson pupils will revisit their knowledge of human rights to consider situations in which people's rights may appear in conflict with one another. Pupils will debate how they would resolve issues arising from conflicting rights in school and think about how they can be more rights respecting</p> <p><b>Anti-Bullying Week</b> - Including performance from outside agency (November)</p>	<p><b>Fairtrade: Have a Banana</b></p> <p>'Have a Banana' Key Learning Objectives: 1. Charity To understand how a fairtrade policy can create a more equal market. 2. Citizenship To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment (2j)</p> <p><b>Safer Internet Day (Early February)</b></p> <p>Take part in online safety learning using the Safer Internet day resources</p> <p><b>The Gift of Sight</b></p> <p>'The Gift of Sight' Key Learning Objectives: 1. Charitable Giving To know that some charities are set up to provide relief from curable medical conditions in countries where healthcare is limited. 2. Citizenship/PSHE To recognise the role of voluntary, community and pressure groups (2h) To think about the lives of people living in other places and times, and people with different values and customs (4b) To recognise the different risks in different situations, and then decide how to behave responsibly (3e)</p> <p><b>Being Part of a School Community</b></p> <p>To explore what it means to be an active citizen</p> <p>To reflect on what characteristics are needed to create a positive school community</p> <p>To develop strategies to support one another at school.</p> <p><b>Animal Care: Creature Kindness</b></p> <p>'Creature Kindness' Key Learning Objectives: 1. PSHE → To understand the importance of looking after others in our care. 2. Non-Statutory Guidelines for PSHE &amp; Citizenship Charitable Giving → To realise the consequences of anti-social and aggressive behaviours (2c) → To realise that there are different kinds of responsibilities, rights and duties (2d) → To be aware of different types of relationships... and to develop the skills to be effective in relationships (4c)</p> <p><b>Equal Opportunities</b></p> <p>1. Charitable Giving → To know that charities can play an important role in creating a more equal society. 2. Citizenship → To recognise the role of voluntary, community and pressure groups (2h) → To recognise and challenge stereotypes (4e) → To know that similarities and differences between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability (4f)</p> <p><b>The Gift of Hope</b></p> <p>During this assembly pupils reflect on how hope can sustain us through difficult times.</p> <p><b>Family Life</b></p> <p>To explore what it's like to be part of a family          To think of ways in which we can all contribute to family life          Look at families of different structures and backgrounds</p>	<p><b>Migration</b></p> <p>To understand the term 'migration'. ♣ To consider reasons why people migrate. ♣ To think about the benefits of migration to a country. ♣ To learn about the experiences of migrants.</p> <p>In this lesson pupils will gain an understanding of the term 'migration' and some of the reasons why people migrate. They will consider the benefits of migration for a country and learn about the experiences of migrants from first-hand accounts.</p> <p><b>Coming to Britain</b></p> <p>'Coming to Britain' Key Learning Objectives: 1. PSHE → To understand what it is like to join a new community. 2. Citizenship → To understand how immigration can enrich our country. 3. Non-Statutory Guidelines for PSHE &amp; Citizenship → To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (2i) → To know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability (4f)</p> <p><b>Cultural Diversity in the UK</b></p> <p>To understand the term 'cultural diversity'. ♣ To research historical events that have contributed to the diverse population of the UK. ♣ To appreciate how diversity has enriched British culture. ♣ To learn from a range of cultures</p> <p>In this lesson pupils will be learning about cultural diversity in the UK and some of the historical factors that have contributed to the diversity of the UK population. Pupils will explore a range of cultures through learning activities and personal research.</p> <p><b>Dilemmas</b></p> <p>Pupils will have the opportunity to consider ethical dilemmas which may arise in day to day life. Pupils will be encouraged make decisions by first considering all their options and the consequences of taking each potential action. In group discussions, pupils will be able to practise articulating their views and respond to views that are in contrast to their own.          Lesson objectives: ■ To consider the consequences of actions. ■ To develop reasoning skills. ■ To take part in a discussion.</p> <p><b>Digital Citizenship</b></p> <p>During this series of lessons pupils explore a range of rights and responsibilities relating to the use of digital technology. They explore the pros and cons of living in an ever evolving digital world and look at how the law protects individuals online.</p>

## UPPER KEY STAGE TWO

Autumn

Spring  
Cycle 1

Summer

Anglo-Saxons

Rules, Responsibility and Democracy

**Rights & Responsibilities**

Pupils will develop an understanding of the terms 'rights' and 'responsibilities' and how they balance one another. They will then discuss and prepare a class charter that reflects their rights and responsibilities as pupils.

- To understand the terms 'rights' and 'responsibilities';
- To appreciate how rights are balanced against; responsibilities
- To prepare and agree to a class charter that reflects my rights and responsibilities as a pupil

**What is an Infectious disease?**

In this lesson pupils consider how infections can spread rapidly through a population and are introduced to the different infectious agents that cause disease (bacteria, viruses, fungi and parasitic organisms).

Pupils are also introduced to some of the body's natural defences and play a game that simply models some of these defence mechanisms. The lesson culminates with setting a homework task in which pupils research the contributions of pioneers in the field of infection prevention and treatment as preparation for the next lesson in this series, 'Preventing infectious diseases.'

**Preventing Infectious Diseases**

To understand what is meant by the term Vaccination  
Understand that some infectious diseases can be prevented by vaccinations  
Learn about how everyday hygiene routines can limit the spread of infections

**Who Keeps Us Healthy?**

In this lesson pupils consider what being healthy means and who plays a role in keeping the population healthy. The coronavirus pandemic is given as an example of populations taking shared responsibility for their health.

Pupils are asked to discuss the types of measures that were taken by themselves as well as those in positions of authority. The lesson concludes with a homework challenge asking pupils to contribute something to improve the health of their classmates.

**Keeping Safe in Cyberspace**

This lesson explores the dangers of sharing personal information on the internet through situations involving the Go-Givers characters. It focuses on why bullying via social media and mobile phones is particularly harmful and how children can protect themselves from the various forms of cyber-bullying.

PSHE and Citizenship: – To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities. (2c)

**Fake News**

- To understand what is meant by 'fake news'. ♣ To learn techniques to identify 'fake news'.

In this lesson pupils will learn what is meant by 'fake news' and the risks that it poses to them and society. Pupils will be introduced to the concept of bias and will think about how they can critically examine news articles.

**Democracy Part 1- 3**

Understand that their actions affect themselves and others  
Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view

**Anti-Bullying Week**

Including performance/workshop from outside agency (November)

Trash  
Inspirational People

**Inspirational People**

In this lesson pupils will learn about what it means to be inspirational. They will develop their understanding of the term through looking at real life examples in the media. Pupils will also gain a breadth of language with which to describe the qualities and skills of an inspirational person. They will use this learning to reflect on the qualities and skills of their peers in an exercise designed to promote self-esteem and highlight how everyone has their part to play in taking social action. This lesson is supported by a range of PowerPoints outlining the lives and achievements of some 'inspirational people.'

To understand what it means to be inspirational. ♣ To reflect on how you can use your knowledge and skills for good.

**Safer Internet Day (Early February)**

Take part in online safety learning using the Safer Internet day resources

**Martin Luther King: Sacrificing all for the Dream**

During this lesson pupils explore the life of Martin Luther King and the impact he had on civil rights in the USA. The subsequent activities challenge pupils to think about how and why we judge people and how it feels when people are not treated equally.

♣ To know who Martin Luther King was and the impact he had. ♣ To understand the term discrimination, how to recognise it and the impact it can have

**Mary Seacole and Florence Nightingale: Pioneering Nurses**

This lesson tells the story of how Mary Seacole and Florence Nightingale overcame prejudice to help others and explores how discrimination can prevent people from making a full contribution to society.

♣ To know that helping others sometimes involves courage and personal sacrifice. ♣ To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences. ♣ To know that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread. ♣ To think about the lives of people living in other places and times, and people with different values and customs. ♣ To realise the nature and consequences of racism.

**What is philanthropy?**

In this lesson pupils will learn about the meaning of the word philanthropy through looking at real life examples. They will consider why philanthropy is important and what motivates philanthropists.

♣ To understand the meaning of the word philanthropy. ♣ To consider the importance of philanthropy. ♣ To examine examples of philanthropy in action

**Nelson Mandela**

This lesson explores Mandela's fight against apartheid in south Africa. It considers different points of view about famous people in history and concludes that struggles for freedom are not necessarily peaceful.

To learn that individuals can challenge unjust systems and create fairer societies by exploring Nelson Mandela's struggle against apartheid. ♣ To consider that there are different points of view about famous people in history and that struggles for freedom are not necessarily peaceful.

**Inspirational People – Gandhi**

This assembly is an introduction to the life and teachings of Mahatma Gandhi.

**The right to education**

This lesson explores Malala Yousafzal's fight for education and aims to remind pupils of the value of their schooling.

To recognise the role of voluntary, community and pressure groups. ♣ To know that resources can be allocated in different ways and that these economic choices affect

An Arabian Night  
Thoughts, Feelings and Emotions

**Belonging to a group**

This lesson invites pupils to think about the groups we belong to and how they support us. It provides ideas on how to generate a discussion on the positive and negative aspects of groups as well as anti-bullying strategies.

To realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities. ♣ To recognise the role of voluntary, community and pressure groups.

**Identities**

To understand the term identity. ♣ To explore our sense of identity. ♣ To develop self-esteem through sharing our sense of identity. ♣ To creatively express aspects of our identity.

To gain an appreciation and respect for the diversity of identities within a community.

In this lesson pupils will develop an understanding of what is meant by the term 'identity'. They will explore their own sense of identity and share this with others, appreciating the diversity of identities that make up their class and community.

**Inspiring stories – young fundraisers/ What is a Charity?**

This lesson highlights the amazing achievements of young people who have campaigned for a cause they care passionately about. It is particularly useful when children are embarking on social action projects.

To understand what it means to be inspirational. ♣ To reflect on how you can use your knowledge and skills for good.

**How Can I Make a Difference?**

To work with a team to plan and conduct a social action project. ♣ To evaluate the success of a social action project.

In this lesson pupils will think about how they can plan a social action project. They will be led through key steps by following the example of the Go-Givers. This resource is designed to be taught over a series of lessons, giving pupils the time to research, plan, prepare and evaluate a social action project. It could be used when working towards the Make a Difference Challenge and is supported by a free online CPD course on teaching social action

**Where do you stand?**

Over a series of short sessions, pupils will have the opportunity to consider topical issues related to their school life. Pupils will consider the strength of arguments for and against different school policies before sharing and comparing their own opinion with that of their peers.

To consider two sides of an argument. ♣ To share your views and opinions.

**Your amazing brain: Becoming a resilient learner**

This lesson highlights the incredible capacity of the brain. It reminds pupils of what can be achieved with persistence and effort and how the best way to learn is by trying new things without fear of failure

♣ To recognise, name and deal with their feelings in a positive way. ♣ To think about themselves, learn from their experiences and recognise what they are good at. ♣ To learn how to set simple goals.

**Brexit Part 1 and 2**

In this lesson pupils will be given a brief introduction to the European Union. They will learn about why people's opinions about the EU are divided and the results of the EU referendum. Through looking at relatable examples, pupils will be asked to reflect on the advantages and disadvantages of membership to an organisation. Pupils will also be led through the process of creating a referendum and campaign materials on a school issue of their choosing.

Through the example of Brexit talks, this lesson introduces pupils to the concept of negotiation and the skills required to succeed in negotiations. Activities are designed to give pupils the opportunity to apply their learning to real life negotiation situations and reflect on the characteristics of strong negotiators. Pupils will also gain an understanding of how some leaders responded to the Brexit result.

**Internet Safety:**

	individuals, communities and the sustainability of the environment. ♣ To research, discuss and debate topical issues, problems and events.	<p><b>Website:</b>  <a href="https://beinternetlegends.withgoogle.com">https://beinternetlegends.withgoogle.com</a></p> <p><b>Planning :</b>  <a href="https://storage.googleapis.com/gweb-interland.appspot.com/en-gb-all/hub/pdfs/Google_InternetLegends_Scheme%20of%20Work.pdf">https://storage.googleapis.com/gweb-interland.appspot.com/en-gb-all/hub/pdfs/Google_InternetLegends_Scheme%20of%20Work.pdf</a></p> <p><b>Be internet Legends lessons:</b>          Lesson 3, Be Internet Sharp — Think Before You Share (for ages 9-11)          Lesson 4, Be Internet Alert — Check it's For Real (for ages 9-11)          Lesson 5, Be Internet Secure — Protect Your Stuff (for ages 9-11)          Lesson 6, Be Internet Kind — Respect Each Other (for ages 9-11)</p>
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## Cycle 2

<p style="text-align: center;"><u>Road Trip USA</u></p> <p style="text-align: center;"><b>Rules, Rights and Responsibility and Democracy</b></p> <p><b>Respect</b>          In this lesson pupils explore what the word respect means and consider different types of behaviour and whether they are respectful or not.          To understand what the word respect means. ♣ To explore how our behaviour and actions may affect how other people feel. ♣ To describe a number of ways they can act respectfully</p> <p><b>Rights &amp; Responsibilities: Freedom!</b>          The lesson explores our right to freedom and how this comes with responsibilities towards others. It tells the story of L'Ouverture's fight for freedom from slavery for the people of Haiti.          To understand the importance of freedom when it comes to making choices. ♣ To know that people sometimes have their rights taken away, and have to fight for the freedom that we often take for granted. ♣ To know that there are different rights and responsibilities at home, at school, and in the</p> <p><b>Why do we have rules?</b>          The different roles of parliament, government and the justice system. ♣ What the rule of law means. ♣ How laws are made. ♣ How they can participate in our democracy.          During this lesson pupils will explore why we need laws and how they are made. They will learn about the different roles of parliament, government and the justice system and consider what part they can place within democracy.</p> <p><b>Individual Liberty</b>          This lesson explores what individual liberty means and why we have to balance our own wants and needs with the wants and needs of others. It looks at the freedoms we enjoy in Britain today and how these are protected by our laws.          To understand why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. ♣ To explore the idea that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p> <p><b>Representation</b>          During this assembly pupils consider the importance of equal representation through learning from the example of Marley Dias and her campaign for better representation of black girls in literature.</p> <p><b>Times of Need</b>          To consider the consequences of inequality. ♣ To think about times of need in life. ♣ To learn about some of the ways the Government helps in times of need. ♣ To reflect on how life in the UK might be without government help.          During this lesson pupils will consider how inequality can affect a person's chances to succeed in life. Pupils will learn about the founding of the modern welfare state in the UK in the aftermath of World War II and consider its intended purpose. They will then look at what welfare services are provided today and consider situations in which someone might need to access those services. Lastly, they will reflect on what life might be like without the support offered by the welfare state</p> <p><b>Anti-Bullying Week</b>          Including performance from outside agency (November)</p>	<p style="text-align: center;"><b>IS it ever right to fight?</b></p> <p style="text-align: center;"><u>Feeling and Emotions</u></p> <p><b>Stressed Out</b>          This lesson aims to help pupils understand situations which cause stress, and to recognise and deal with stress in themselves and others.          To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.          ♣ To know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices. ♣ To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view. ♣ To know where individuals, families and groups can get help and support.</p> <p><b>Safer Internet Day (Early February)</b>          Take part in online safety learning using the Safer Internet day resources</p> <p><b>Bullying: Prepare to Stand Up and Stand Out</b>          This lesson looks at ways in which we differ from each other and how we can develop a positive body image.          To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way. ♣ To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities. ♣ To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p> <p><b>Go Givers Community Centre</b>          To consider and plan for the needs of others. ♣ To understand that there are organisations that care for the needs of a community.          In this lesson pupils will consider the varying needs and interests of the Go-Givers and design a community centre and activity programme that matches their requirements. Pupils will also produce a leaflet that should attract users to their community centre and compose a set of rules that users must follow. This project concludes with the opportunity for pupils to present and evaluate their classmates' designs.</p> <p><b>Strong Societies</b>          This lesson addresses the question 'what is society?' and 'what makes a strong society?' It explores how laws, taxes and charities contribute to our well-being and suggests how we can become responsible citizens.          To know that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other. ♣ To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. ♣ To recognise the role of voluntary, community and pressure groups. ♣ To think about the lives of people living in other places and times, and people with different values and customs.</p> <p><b>Homelessness</b>          To reflect on the importance of having a home. ♣ To consider some of the causes of homelessness. ♣ To consider some of the problems caused by homelessness. ♣ To learn about some of the organisations that support people who are homeless.          To identify ways in which the homeless can be helped          In this lesson pupils think about what home means to them through writing a poem inspired by the line 'Home is where the heart is'. They will consider the reasons why someone may become homeless and the realities of life on the streets or in temporary accommodation.</p>	<p style="text-align: center;"><b>Footprints from the past in our local area</b></p> <p style="text-align: center;"><u>World Issues</u></p> <p><b>Our Interconnected World</b>          This lesson explores how events in one part of the world can have a global impact, taking the examples of the war in Syria, the Ebola crisis and fluctuating oil prices.          To consider social and moral dilemmas that they come across in life. ♣ To understand key aspects of human geography. ♣ To address and devise historically valid questions about change, cause, similarity and difference, and significance</p> <p><b>Using Technology for the Good</b>          To consider the ways in which technology can benefit people. ♣ To learn about innovators who have helped others with their inventions. ♣ To try to design a technology that will solve a problem. In this lesson pupils will consider the multiple uses of technology and how technology can be used to solve problems. Pupils will have an opportunity to design and build a model which will help a member of their school. Pupils will also reflect on how inequalities can arise when some people have access to technologies and others do not.</p> <p><b>Raising Awareness</b>          Pupils reflect on how social media can be an important platform for raising awareness of issues that are important to pupils through the example of Martha Payne's school dinner blog.</p> <p><b>Why do we pay Taxes?</b>          Part 1 - During this lesson pupils will learn that public services are largely funded through the payment of taxes to the government. Pupils will learn that taxes are paid on income as well as goods and services. Through case studies on the recent adoption of the sugar tax and the campaign to end taxation on female sanitary products, pupils will consider how governments change their taxation strategies in response to issues in society. Part 2 -During this lesson pupils will learn that councils are responsible for local spending decisions and can raise additional funds for public services through council taxes. Pupils will survey residents in their area to identify the key concerns of their neighbourhood. The findings of the class will inspire a piece of artwork and/or a letter to Young Citizens (the trading name for The Citizenship Foundation) registered charity no 801360. their local council that reflects how the community want taxes to be spent in their area.          To understand what the word tax means. ♣ To learn about what taxes fund in the UK. ♣ To learn about different ways that tax is collected in the UK. ♣ To understand that councils make local spending decisions. ♣ To learn that council tax raises extra money for local services. ♣ To consider how taxes would be best spent in your local area.</p> <p><b>Relationships and the Law</b>          A series of lessons that explores different types of relationships and how the law protects these. Pupils explore how society and the law has evolved throughout history before examining recent campaigns for changes to the law such as the legalising of same-sex marriage.</p> <p><b>From the Biggest to the Smallest : Year 6 Transition</b>          Citizenship/PSHE → To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals          To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action          To feel positive about themselves for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take] To prepare for change, for example, transferring to secondary school</p>
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**Appendix 2**  
**By the end of primary school pupils should know**

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### 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 (puberty education in year 6)			
Any other information you would like the school to consider			
Parent signature			

#### To be completed by the school

Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.
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Lower Park PSHE Policy

# LOWER PARK PRIMARY SCHOOL

## PSHE policy

May 2023



## 1. Overview

The purpose of the PSHE curriculum is to provide all pupils with opportunities to:

- Develop confidence and responsibility and make the most of their abilities
- Prepare to play an active role as citizens through developing skills for living and valuing themselves and respecting others
- Develop a healthy lifestyle
- Contribute to their community and the wider world and becoming morally and socially responsible
- Develop good relationships and respect the differences between people.

## 2. Intent

At Lower Park, we intend to provide personal, social, health, economics education (PSHE) which enables children to become healthy, independent and responsible members of society. We hope to encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing to help develop their sense of self-worth. We teach them how society is organised and governed and ensure that they experience the process of democracy in school through the school council. We teach them about rights, respect and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

## 3. Implementation

**Through a wide variety of assemblies and class based circle times and lessons using the Young Citizens resources we cover three core themes as recommended in the PSHE Association curriculum:**

### **Core Theme 1: Health and wellbeing**

- What is meant by a healthy lifestyle?
- To maintain physical, mental and emotional health and wellbeing
- To manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- About managing change, including puberty, transition and loss
- To make informed choices about health and wellbeing and to recognise sources of help with this
- To respond in an emergency
- To identify different influences on health and wellbeing

### **Core Theme 2: Relationships**

- To develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- To recognise and manage emotions within a range of relationships
- To recognise risky or negative relationships including all forms of bullying and abuse
- To respond to risky or negative relationships and ask for help
- To respect equality and diversity in relationships.

### **Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen**

- About respect for self and others and the importance of responsible behaviours and actions
- About rights and responsibilities as members of families, other groups and ultimately as citizens
- About different groups and communities
- To respect equality and to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from, keeping it safe and the importance of managing it effectively
- How money plays an important part in people's lives

- A basic understanding of enterprise.

The core themes are underpinned by the Lower Park Values of: Respect, Curious, Brave, and Responsible, Active and Creative as well as the fundamental British Values of Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs.

## 4. Impact

**PSHE** learning's impact on physical and mental health, levels of bullying and general behaviour shows that PSHE allows pupils to excel by removing barriers to learning, and developing skills and attributes which support their progress.

Prepared for the Governing Body: June 23