



**ST LEONARD'S
CHURCH OF ENGLAND
PRIMARY SCHOOL**



Relationships, Sex and Health Education Policy

Approved by:

Date:

Review date:

'Still other seed fell on good soil, where it produced a crop – a hundred, sixty or thirty times what was sown.' Matthew 13:8

Why we teach our pupils:

Each of our children is a precious and unique individual, with God given talents and abilities, created to fulfil a special role in God's intricate plan for the world.

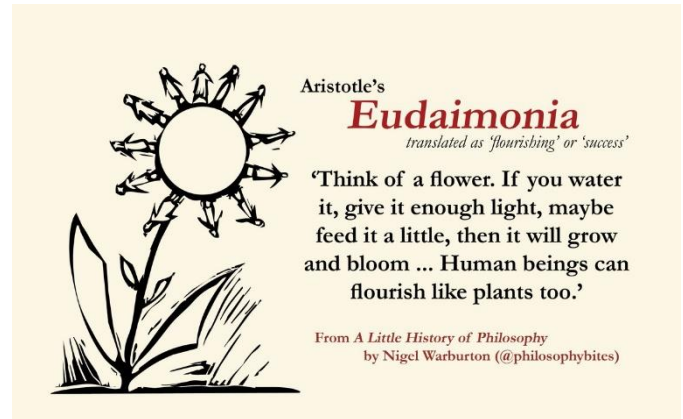
“For I know the plans I have for you”, declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future”.’

Jeremiah 29:11

Vision

The Trinitarian nature of God means that He has had relationships since before the creation of the world. This is a central aspect of humans being created in his image and therefore 'Relationships, Sex and Health' are all crucial aspects of human flourishing.

This curriculum area is fundamental to our vision and ethos (see Ethos policy).



'Education is far more than an instrument for creating an effective and productive workforce: it exists to open the way to abundance of life.'

p105 Reimagining Britain – Justin Welby

We believe education is not limited to teaching skills and knowledge, but enabling pupils to develop personal deep-seated values which give them the capacity to work together to build flourishing communities.

To fulfil this vision we believe our teaching of RSHE will enable pupils to:

- Maintain a healthy mind and body and live a fulfilled life,
- Have a positive attitude to life-long learning and making the most out of life,
- Flourish through positive relationships which support thriving communities,
- Broaden their horizons and raise their aspirations,
- Realise that there are other views and beliefs and develop respect and tolerance.

Within our teaching of RSHE we aim to:

- Model healthy life styles and positive relationships
- Ensure pupils know about how to maintain a healthy body and mind
- Enable pupils to respond positively to both encouragement and criticism developing a healthy attitude to learning
- Have high aspirations of what they can achieve and how they can contribute to global communities.

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Matthew 13:8

How does the teaching of RSHE impact on our aims for our pupils:

Aim:	How does PSHE support the achievement of this?	Contributions from other curriculum areas
Faith - develop courage, resilience and patience, through their own personal faith in God, so they can retain hope and joy even during hard experiences. (John 1:12)	Opportunities to develop resilience through problem solving and puzzles Opportunities to fail and an acceptance that this leads to learning	Learning about people of faith and how this has helped them to face adversity Opportunities to overcome fears through experiences such as climbing, sailing, etc. Opportunities to develop resilience through experiences such as Couch 2 5K, climbing Pendle Hill.
Relationships - flourish through strong relationships with themselves, each other, creation and God. (Luke 10:27)	Knowing that relationships are valuable and vary (friendships, family, intimate, work) Understanding acceptable and safe expectations and boundaries within relationships To understand their role in developing positive relationships with within their families and communities	An awareness of the wonder of creation through Forest Schools, educational visits to farms, zoos etc. Exploration of relationships through role play
Uniqueness - have the self-confidence to understand their uniqueness and God-given purpose to become the person God created them to be. (Matthew 10:30)	To know families are unique and special To appreciate their own uniqueness and that of others	
Intellect – develop a keen intellect and use this talent and ability wisely to protect and enhance themselves, their communities and the environment. (Proverbs 3:13)	Understanding that families can have different structures Developing an understanding of what makes a thriving community Understanding cultural expectations within different global communities An understanding of the role of democracy.	Exploring the role of democracy within a community through the work of the School Council
Treat themselves and others with dignity and respect maintaining a healthy body and thriving community. (1 Peter 2:17)	Valuing the differences between individuals, families and communities Understand how to stay healthy. Explore how we treat others through discussion e.g. P4C sessions	P4C sessions on people who have stood up for human rights, e.g. Martin Luther King, Malala, Ghandi, Rosa Parks, Barnado... Involvement in charity events to seek justice for the vulnerable
Salvation – have a recognition that we need to seek forgiveness through Jesus to become friends with God. (Ephesians 2: 8-9)	Explore the role of forgiveness in maintaining a positive mental health.	Research the role of forgiveness within history, e.g. the war treaties.

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Statutory requirements

The Health Education and Relationships Education (primary) aspects of PSHE education will be compulsory in all schools from 2020. The statutory guidance for Health Education, Relationships Education and RSE covers broad areas of particular relevance and concern to young people today. It covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.

In order to support pupils with life, now and in the future, our curriculum also includes a non-statutory section on 'Living in the Wider World'. This covers areas such as careers, democracy, finance, human rights and responsibilities and water/road/fire safety.

Definitions

Relationships Education covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.

Sex Education is a programme of work that covers romantic relationships, sexual health and contraception linking to our Science curriculum which includes human reproduction.

Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

The **Science curriculum** covers human reproduction (see Science Policy).

Living in the Wider World are the non-statutory aspects of the curriculum.

Curriculum Delivery of RHSE

At Padiham St Leonard's we believe that RHSE is rooted in all aspects of life and learning. Therefore much of the curriculum is taught through other curricular areas. These include:

- Units of Science, History, Geography and Design Technology
- Units of RE
- Computing
- PE and Sport, including competitions and after-school delivery
- After-school provision to develop individual talents such as art, dance or language.

There are also some specific units of work which will be taught as individual RSHE lessons throughout the year.

The pedagogical approaches used include, but are not limited to:

- Emotion Works resources
- Philosophy for Children
- Think U Know
- National Online Safety Resources and Scheme of Work
- Activities embedded within the school calendar such as weekly celebration assemblies, end of year Award Ceremonies, 'Safer Internet Day', 'Anti-Bullying' week and the 'Art Gallery' project.
- The work of pupil committees such as School Council, Worship Committee (including the pastoral team), Playground Leaders, Sports Ambassadors and Mental Health Ambassadors.
- Pupils being assigned roles and responsibilities around the school.

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Roles and responsibilities

The Governing Board

The governing board will approve the RSHE policy and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that RSHE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

The Senior Leadership Team

Our delivery of RSHE is routed in teaching across the curriculum. Within this work, we will inevitably encounter pupils who will need more support in order to 'Regulate, Relate, Reason and Repair.' We acknowledge that this in turn is emotionally draining for staff.

'Those who do not run away from our pain but touch it with compassion bring healing and new strength. The paradox indeed is that the beginning of healing is in the solidarity with the pain. In our solution-orientated society, it is more important than ever to realise that wanting to alleviate pain without sharing is like wanting to save a child from a burning house without the risk of being hurt.'

Nouwen 2017, p186

The Senior Leadership have responsibility to maintain the wellbeing of the staff and ensure that staff receive regular support and advice about how to maintain their personal well-being. (See Wellbeing policy)

Staff

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.
- Modelling appropriate behaviours as outlined in the Ethos policy.
- Delivering RSHE with sensitivity.
- Modelling positive attitudes to RSHE.
- Responding to the needs of individual pupils.
- Ensuring they are self-regulated before they support pupils who need support in this area.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

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

Pupils

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

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Training

Staff are trained on the delivery of RSHE through staff meetings and INSET. Relevant staff have worked together to review the 'Growing up, Growing Wise' resources and establish a plan for the delivery of these resources to Year 6 pupils. Other recent training which impacts on the delivery of this area includes Philosophy 4 Children training (which particularly involves pupils forming opinions and considering/respecting different viewpoints), National online safety training, Think U Know training and Emotion Works.

The headteacher may invite visitors, such as school nurses or sexual health professionals, to assist with the delivery of RSE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

Monitoring arrangements

The delivery of RSHE is monitored through planning, learning walks and discussion with pupils.

Curriculum Overview

Appendix 1 gives an overview of the elements of the RSHE and Health Education curriculum and which units/activities are used to deliver these objectives.

Appendix 2 gives an overview of when these units are taught within a pupil's time at St Leonard's.

Health Education Policy



'Don't you know that you yourselves are God's temple and that God's Spirit lives in you? If anyone destroys God's temple, God will destroy him; for God's temple is sacred, and you are that temple.'

1 Corinthians 3:16-17

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Matthew 13:8

What is Health Education at Padiham St Leonard's Primary?

At Padiham St Leonard's we believe that everyone needs to be aware of the importance and benefits of developing and maintaining a healthy, safe lifestyle - therefore the aim of this policy is to promote the health and well-being of everyone in the school community.

At Padiham St Leonard's we work towards enhancing the individual's ability to use our Faith in God together with our Christian Values* to provide a moral compass and support when negotiating through the physical, emotional social and spiritual aspects of life.

** Christian Values at Padiham St Leonard's: Compassion, Courage, Forgiveness, Friendship, Generosity, Justice, Perseverance, Respect, Service, Thankfulness, Trust and Truthfulness.*

The school will develop the children's awareness through:

- Having a high regard for PE through at least two PE lessons per week
- Opportunities for all pupils to represent the school in sports during their time at St Leonard's
- A wide range of sports suited to the child's interests and character, e.g. fishing, climbing, water sports, orienteering, archery.
- Encouraging the children to take part in extra physical activities during break times and after school by providing play equipment, playground leaders and staff-led sports clubs.
- Use of resources such as Go Noodle and Deep Breathing Yoga/Pilates exercises to encourage active breaks to refresh and re-oxygenate the brain.
- Using Emotion Works resources to teach children the ability to Regulate, Relate, Reason and Repair.
- Opportunities to support others, particularly vulnerable groups, through 'Tea at 2', singing at Woodlands, charity events.
- Opportunities to experience and value creation through Forest Schools, gardening and Educational Visits to the local area and further afield.
- Developing their knowledge of food groups and their understanding of the term 'balanced diet' through Science and Design Technology.
- Encouraging EYFS and KS1 children to have milk each day.
- Encouraging EYFS and KS1 children to eat a range of fruit and vegetables through the daily fruit scheme and the lunchtime salad bar.
- Encouraging KS2 children to bring fruit to snack on during break time, or to purchase healthy snacks from our Tuck shop.
- Providing water throughout the day.
- Promoting the importance of personal hygiene.
- Using Digital Leaders as role models for leading discussions on Internet Safety and appropriate use of electronic devices.
- Using Mental Ambassadors to support identified pupils in developing strategies to maintain a positive mental health.

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- Using the pastoral team on the worship committee to provide a quiet, safe space and opportunity to talk through issues with a friend.
- Developing knowledge and understanding of the use, misuse, risks and effects of drugs and other potentially harmful substances.

Curriculum Delivery of Health Education

At Padiham St Leonard's we know that a healthy heart, mind and body are all integrally linked. Therefore, Health Education is rooted in all aspects of life and learning and much of the curriculum is taught through other curricular areas. These include:

- PE and Sport, including competitions and after-school delivery
- Computing
- Units of Science, History, Geography and Design Technology
- Units of RE
- After-school provision to develop individual talents such as art, dance or language.

There are also some specific Health Education Units which will taught as Health Education lessons:

- Red Cross First Aid lessons in LKS2
- St John's Ambulance First Aid lessons in UKS2
- Use of 'Growing Up, Growing Wise' resources in Year 6 to support the teaching of changes through puberty.

The pedagogical approaches used include, but are not limited to:

- Emotion Works resources
- Philosophy for Children
- Think U Know
- National Online Safety Resources and Scheme of Work
- Activities embedded within the school calendar such as weekly celebration assemblies, end of year Award Ceremonies, 'Safer Internet Day', 'Anti-Bullying' week and the 'Art Gallery' project.
- The work of pupil committees such as School Council, Worship Committee (including the pastoral team), Playground Leaders, Sports Ambassadors and Mental Health Ambassadors.
- Pupils being assigned roles and responsibilities around the school.

Relationship and Sex Education (RSE) Policy



You shall love your neighbour as yourself.

Matt 22v39

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Vision

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Padiham St Leonard's Church of England School our relationship education seeks to live out this command and explore how we can 'love our neighbour' through all we say and do. Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship. The FRUITS, which we aim to develop in our pupils, include: Relationships, Uniqueness, Treating others with respect and dignity, as well as an understanding of Faith and Salvation which involve a relationship with God.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

Aims

The aims of relationship and sex education at Padiham St Leonard's CE Primary School are:

- To ensure Sex and Relationships Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for sexual relationship.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of sexuality and relationship.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- To know how to 'love your neighbour' even when we might disagree.

Statutory requirements

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education

Policy Development and Review

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

1. Review – the headteacher gathered all relevant information including relevant national, diocesan and local guidance.

2. Staff/Governor consultation – A committee consisting of school staff and governors were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting (or respond to a questionnaire) about 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

This policy will be reviewed every four years using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

Definitions

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.

Sex Education is a programme of work that covers romantic relationships, sexual health and contraception linking to our Science curriculum which includes human reproduction.

Health Education (See Health Education Policy) is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

The Science curriculum covers human reproduction (see Science Policy).

Right to be excused from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. The Headteacher will arrange a meeting to discuss the request with parents and, where appropriate the child, and take appropriate action.

Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance. Alternative work will be given to pupils who are withdrawn from Sex Education.

Curriculum Delivery of RSE

Appendix 1 outlines the curriculum overview for the school in relation to RSE showing which topics are taught in which years. In addition, the overview indicates where cross curricular work covers RSE content.

All content is adapted to meet the needs of pupils with special educational needs or disabilities and where specific adaptations are needed, they are detailed in the overview.

Difficult questions & sensitive issues in relation to sex education

Our school's Relationship and Sex Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years.

There are also sensitive or controversial topics (see below) over which some staff, parents and governors may have reasonable concerns.

Our school has decided not to teach about or answer questions on rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, masturbation or about forms of sexual intercourse including homosexual practices or foreplay. AIDS/HIV issues will be discussed in an age-appropriate and sensitive manner as and when they are encountered.

If a child asks a question on any topic listed in the first section of the above list, teachers will explain that this is a matter not dealt with in school, that the child should consult his/her parent for an answer. The school will normally seek to inform parents when such a question is asked. In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

Statutory Aspects of Relationships, Mental and Physical Health Curriculum

	Relationships				
		Reception	Key Stage One	Lower KS2	Upper KS2
Families and people who care for me	That families are important for children growing up because they can give love, security and stability.	Knowledge and Understanding the World – people and communities/family	RE – Christmas Yr A Aut 2 RE – The Church Yr A – Sum 1 Family Album (Yr B – Aut 1) RE – Easter, New Life – Yr B Spr 2 RE – Joseph – Yr B Sum 1 RE – Baptism (Yr B Sum 2)	RE – Are all churches the same? Yr A Sum 1 RE – Christmas: exploring the symbolism Yr A Aut 2 RE – Called by God – Yr B Aut 1 Healthy Humans - Year B Aut 2	RE – Life as a journey Yr A Aut 1 RE – Advent Yr A Aut 2 Growing up, Growing wise Yr 6 Sum 2
	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.	Books/Keyworker time	RE – Christmas Yr A Aut 2 RE – The Church Yr A – Sum 1 Family Album (Yr B – Aut 1) Yr B Aut 1 - Medway Primary RSE KS1 lesson 1 RE – Jesus special friend (Year B Spr 1) RE – Easter, New Life – Yr B Spr 2 RE – Joseph – Yr B Sum 1 RE – Baptism (Yr B Sum 2)	RE – Are all churches the same? Yr A Sum 1 RE – Called by God – Yr B Aut 1 RE – Christmas God with us Year A Aut 2	RE – Life as a journey Yr A Aut 1 RE – Advent Yr A Aut 2 Growing up, Growing wise Yr 6 Sum 2
	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.	Knowledge and Understanding the World – P4C	Family Album (Yr B – Aut 1)	Link to Geography - Year A Spr 2 – Family life in Europe	Link to Geography – Our World Link to Geography – USA migration Growing up, Growing wise Yr 6 Sum 2
	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.	School is a happy family – modelling/respecting/caring	RE – Christmas Yr A Aut 2 Family Album (Yr B – Aut 1) P4C – e.g. Does everyone in your family have to look the same? RE – Easter, New Life – Yr B Spr 2 RE – Joseph – Yr B Sum 1 RE – Baptism (Yr B Sum 2)		RE – Life as a journey Yr A Aut 1 RE – Advent Yr A Aut 2 Growing up, Growing wise Yr 6 Sum 2
	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.			RE – Which rules should I follow? Yr B Sum 1	RE – Life as a journey Yr A Aut 1 Growing up, Growing wise Yr 6 Sum 2
	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Emotion Works	Family Album – Yr B Aut 1	RE – God, David and the Psalms – Yr A Aut 1 RE – Which rules should I follow? Yr B Sum 1	
Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends.	Social stories/Key worker time	Computing – Safer Internet Day – 'Chicken Clicking' RE – Jesus, friend to every one – Yr A Spr 1 RE – The Church Yr A – Sum 1 RE – Jesus was special – Yr B Spr 1 RE – Easter, New Life – Yr B Spr 2	RE – God, David and the Psalms – Yr A Aut 1 RE – Are all churches the same? Yr A Sum 1 PSHE - Belonging to a Community – Yr A Sum 1 Link to Computing – Online relationships Healthy Humans - Year B Aut 2	Link to Computing – Online relationships RE – Life as a journey Yr A Aut 1 RE – Daniel Yr B Sum 2 Growing up, Growing wise Yr 6 Sum 2
	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.		RE – Jesus, friend to every one – Yr A Spr 1 RE – Jesus was special – Yr B Spr 1 RE – Easter, New Life – Yr B Spr 2 'Sameness and Difference' lesson Inclusion, belonging and addressing extremism lesson 1	Link to RE: God, David and the Psalms – Yr A Aut 1 PSHE - Belonging to a Community – Yr A Sum 1 Link to Computing – Online relationships, Online Bullying	RE – Ideas about God Yr A Sum 1 Link to Computing – Online relationships, Online Bullying Link to English – relationship between Sherlock Holmes and Watson Growing up, Growing wise Yr 6 Sum 2
	That healthy friendships are positive and welcoming towards	Class rules/environment	RE – Jesus, friend to every one – Yr A Spr 1	RE – Are all churches the same? Yr A Sum 1	Link to Computing – Online relationships, Online Bullying

Appendix 1

	others, and do not make others feel lonely or excluded.		RE – The Church Yr A – Sum 1 RE – Jesus was special – Yr B Spr 1 RE – Easter, New Life – Yr B Spr 2	PSHE - Belonging to a Community – Yr A Sum 1 RE – God, David and the Psalms – Yr A Aut 1 Link to Computing – Online relationships, Online Bullying Healthy Humans - Year B Aut 2	Growing up, Growing wise Yr 6 Sum 2
	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.	Conflict resolution / Key Worker time / P4C	RE – Jesus, friend to every one – Yr A Spr 1 RE – Jesus was special – Yr B Spr 1 RE – Easter, New Life – Yr B Spr 2	Link to RE: God, David and the Psalms – Yr A Aut 1	Growing up, Growing wise Yr 6 Sum 2
	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.	How to recognise who to trust and who not to trust	RE – Jesus, friend to every one – Yr A Spr 1 RE – Easter – signs and symbols Yr A Spr 2 RE – Jesus was special – Yr B Spr 1 RE – Easter, New Life – Yr B Spr 2 CEOP Think U Know – Yr A and B Spr 2	RE: Easter as a story of Betrayal Yr A Spr 2 RE – Easter: sadness and joy Yr B Spr 2 Link to Computing – Online relationships, Online Bullying	RE – Easter Yr B Spr 2 Link to Computing – Online relationships, Online Bullying
Respectful Relationships	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.	P4C – establishing Community Guidelines	P4C – establishing Community Guidelines ‘Sameness and Difference’ lesson Inclusion, belonging and addressing extremism lesson 1 RE – Church and other places of worship – Yr A Sum 1 RE – Harvest/Sukkot – Yr B Aut 1 RE – Baptism and how other faiths welcome babies – Yr B Sum 2	Link to Computing – Online relationships, Online Bullying P4C – establishing Community Guidelines RE – Jesus the Son of God Yr A Spr 1 RE – Called by God – Yr B Aut 1	A Kingdom United – Yr B Aut 1 RE – Christmas around the World Yr B Aut 2 RE – Jesus the teacher Yr B Spr 1 Link to Computing – Online relationships, Online Bullying P4C – establishing Community Guidelines
	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	P4C – the four C’s	In the moment teaching	Link to Computing – Online relationships, Copyright and Ownership RE – Jesus the Son of God Yr A Spr 1 RE – Called by God – Yr B Aut 1 RE – Jesus the man who changed lives – Yr B Spr 1	RE – Jesus the teacher Yr B Spr 1 Link to Computing – Online relationships, Copyright and Ownership
	The conventions of courtesy and manners.	Embedded in daily practice – holding doors for others, manners, please and thank you at lunchtimes and other times.			
		In the moment teaching	In the moment teaching	RE – Jesus the Son of God Yr A Spr 1 RE – Which rules should I follow? Yr B Sum 1	RE – Jesus the teacher Yr B Spr 1 Manners within historical settings - Musketeers
	The importance of self-respect and how this links to their own happiness.	Regular ways to celebrate success – Dojo, Celebration assemblies, Art Gallery project			
			P4C session: Something else	RE – Jesus the Son of God Yr A Spr 1 RE – Which rules should I follow? Yr B Sum 1	RE – Jesus the teacher Yr B Spr 1
	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.	People who help us	‘Sameness and Difference’ lesson Inclusion, belonging and addressing extremism lesson 1 Worship/assemblies Fire Brigade visit Educational Visits	RE – Jesus the Son of God Yr A Spr 1 RE – Which rules should I follow? Yr B Sum 1 Link to Computing – Online relationships, Copyright and Ownership	A Kingdom United – Yr B Aut 1 RE – Jesus the teacher Yr B Spr 1 Link to Computing – Online relationships, Copyright and Ownership
	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.	Anti-Bullying Week			
		Link to Computing – Online bullying	Link to Computing – Online bullying	Link to Computing – Online relationships, Online bullying	Link to Computing – Online relationships, Online bullying

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Appendix 1

	What a stereotype is, and how stereotypes can be unfair, negative or destructive.	Knowledge and Understanding the World – People who help us		Link to Geography – Year A Sp 2 – Europe French Link to Computing – Self-image and identity	Link to Geography – Our World French Link to Computing – Self-image and identity
	The importance of permission-seeking and giving in relationships with friends, peers and adults.	Ongoing learning in Continuous provision		RE – Which rules should I follow? Yr B Sum 1 Link to Computing – Online Bullying, Copyright and ownership	Link to Computing – Online Bullying, Copyright and ownership
Online relationships	That people sometimes behave differently online, including by pretending to be someone they are not.		Link to Computing – Self-image and identity	RE – Which rules should I follow? Yr B Sum 1 Link to Computing – Online identity, Online relationships, Managing information online	Link to Computing – Online identity, Online relationships, Managing information online
	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.	Link to Computing – Online relationships, Online Bullying	Link to Computing – Online relationships, Online Bullying	RE – Which rules should I follow? Yr B Sum 1 Link to Computing – Online relationships, Online Bullying	Link to Computing – Online relationships, Online Bullying
	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	Link to Computing – Online relationships, Health, Wellbeing and Lifestyle, Privacy and Security	Link to Computing – Online relationships, Health, Wellbeing and Lifestyle, Privacy and Security	RE – Which rules should I follow? Yr B Sum 1 Link to Computing – Online identity, Online relationships, Online reputation, Managing information online, Online Bullying	Link to Computing – Online identity, Online relationships, Online reputation, Managing information online, Online Bullying
	To critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.		Link to Computing – Self-image and Identity, Online reputation	RE – Which rules should I follow? Yr B Sum 1 Link to Computing – Online identity, Online relationships, Managing information online	Link to Computing – Online identity, Online relationships, Managing information online
	How information and data is shared and used online.	Link to Computing – Online reputation	Link to Computing – Online reputation	RE – Which rules should I follow? Yr B Sum 1 Link to Computing – Online reputation, Managing online information	Link to Computing – Online reputation, Managing online information
Being safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Link to Computing – Online relationships	Link to Computing – Online relationships	RE – Which rules should I follow? Yr B Sum 1 Link to Computing – Online relationships, Online reputation, Online Bullying	Growing Up talk Link to Computing – Online relationships, Online reputation, Online Bullying
	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.	Link to Computing – Online reputation, Privacy and Security	Link to Computing – Online reputation, Privacy and Security	RE – Which rules should I follow? Yr B Sum 1 Link to Computing – Online reputation, Privacy and Security	Link to Computing – Online reputation, Privacy and Security
	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Pants are private – NSPCC resources In the moment planning responding to pupil comments etc	Think U Know – PANTS, Jessie and Friends	RE – Which rules should I follow? Yr B Sum 1 Link to Computing – Online reputation	Heroes and Villains Yr A Spr 1 Science – Puberty Link to Computing – Online reputation
	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Link to Computing – Health, Wellbeing and Lifestyle	Link to Computing – Health, Wellbeing and Lifestyle	RE – Which rules should I follow? Yr B Sum 1 Link to Computing – Online relationships	Link to Computing – Online relationships
	How to recognise and report feelings of being unsafe or feeling bad about any adult.	Link to Computing – Self-Image and Identity	Link to Computing – Self-Image and Identity	RE – Which rules should I follow? Yr B Sum 1 Link to Computing – Online Relationships	Heroes and Villains Yr A Spr 1 Link to Computing – Online Relationships
	How to ask for advice or help for themselves or others, and to keep trying until they are heard.	Link to Computing – Self-Image and Identity	Link to Computing – Self-Image and Identity	RE – Which rules should I follow? Yr B Sum 1 Link to Computing – Online Relationships, Online Bullying	Link to Computing – Online Relationships, Online Bullying
	How to report concerns or abuse, and the vocabulary and confidence needed to do so.			RE – Which rules should I follow? Yr B Sum 1 Link to Computing – Online Relationships, Online Bullying	Link to Computing – Online Relationships, Online Bullying

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	Where to get advice e.g. family, school and/or other sources.	Link to Computing – Privacy and Security	Link to Computing – Privacy and Security	RE – Which rules should I follow? Yr B Sum 1 Link to Computing – Online Relationships, Online Bullying	Link to Computing – Online Relationships, Online Bullying
Physical health and mental wellbeing					
		Reception	KS1	Lower KS2	Upper KS2
Mental wellbeing Use of Emotion Works	That mental wellbeing is a normal part of daily life, in the same way as physical health.	Yoga/deep breathing, Forest school	RE – Joseph – Yr B Sum 1	The Plague/Covid 19 – Yr A Aut 2	RE – Life as a journey Yr A Aut 1 Heroes and Villains Yr A Spr 1 RE – Exploring Death, loss and Christian hope Yr B Sum 1
	That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	Link to Computing – Self-image and Identity	Link to Computing – Self-image and Identity RE – Easter – signs and symbols Yr A Spr 2 RE – Ascension and Pentecost – Yr A – Sum 2 RE – Harvest – Yr B Aut 1 RE – Easter, New Life – Yr B Spr 2 RE – Joseph – Yr B Sum 1	The Plague/Covid 19 – Yr A Aut 2 RE – Prayer Yr A Sum 2 RE – Called by God – Yr B Aut 1 Healthy Humans - Year B Aut 2 RE – Easter: sadness and joy Yr B Spr 2	RE – Advent Yr A Aut 2 RE – The Bible Yr B Aut 1 RE – Exploring Death, loss and Christian hope Yr B Sum 1 RE – Daniel Yr B Sum 2
	How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	Link to Computing – Self-image and Identity	Link to Computing – Self-image and Identity RE – Easter – signs and symbols Yr A Spr 2 RE – Ascension and Pentecost – Yr A – Sum 2 RE – Harvest – Yr B Aut 1 RE – Easter, New Life – Yr B Spr 2 RE – Joseph – Yr B Sum 1	Healthy Humans - Year B Aut 2 RE – Prayer Yr A Sum 2	RE – The Bible Yr B Aut 1 RE – Exploring Death, loss and Christian hope Yr B Sum 1
	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Emotion Works		RE – Jesus the man who changed lives – Yr B Spr 1	RE – The Bible Yr B Aut 1 RE – Exploring Death, loss and Christian hope Yr B Sum 1
	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	High priority to PE and Sports Events Integration of Forest Schools throughout the curriculum			
		Tea at 2 Stay and Play sessions	RE – Harvest – Yr B Aut 1 RE – God and creation – Yr B Aut 2	Healthy Humans - Year B Aut 2 RE – Harvest – Yr B Sum 2	RE – Life as a journey Yr A Aut 1 Heroes and Villains Yr A Spr 1 RE – The Bible Yr B Aut 1 RE – Christmas around the World Yr B Aut 2
	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	Health and Self-Care PSED Key Worker time	Family Album (Yr B – Aut 1) RE – Jesus special friend (Year B Spr 1) RE – The Church Yr A – Sum 1 RE – Easter, New Life – Yr B Spr 2	RE – Prayer Yr A Sum 2 Healthy Humans - Year B Aut 2 PSHE - Belonging to a Community – Yr A Sum 1	RE – Life as a journey Yr A Aut 1 RE – The Bible Yr B Aut 1
	Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	In the moment planning PSED Knowledge and Understanding the World Key Worker time Emotion Works		RE – Prayer Yr A Sum 2	RE – The Bible Yr B Aut 1 RE – Exploring Death, loss and Christian hope Yr B Sum 1
	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Anti-Bullying week			
		Safer Internet work	Link to Computing – Online Bullying	Link to Computing – Online Bullying	Link to Computing – Online Bullying
	Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their	Ethos Committee, Mental Health Ambassadors			
				RE – Prayer Yr A Sum 2 PSHE - Belonging to a Community – Yr A Sum 1	RE – The Bible Yr B Aut 1 RE – Exploring Death, loss and Christian hope Yr B Sum 1

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	own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).				
	It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.			RE – Prayer Yr A Sum 2	RE – The Bible Yr B Aut 1
Internet safety and harms	That for most people the internet is an integral part of life and has many benefits.	Link to Computing – Managing Online information	Link to Computing – Managing Online information	RE – Which rules should I follow? Yr B Sum 1 Link to Computing – Managing Online information	Link to Computing – Managing Online information
	About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	Link to Computing - Health, Wellbeing and Lifestyle	Link to Computing - Health, Wellbeing and Lifestyle	RE – Which rules should I follow? Yr B Sum 1 Link to Computing – Online Identity, Managing Online information, Health, Wellbeing and Lifestyle	Link to Computing – Online Identity, Managing Online information, Health, Wellbeing and Lifestyle
	How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	Link to Computing – Online reputation, Privacy and Security, Copyright and Ownership	Link to Computing – Online Bullying, Copyright and Ownership	RE – Which rules should I follow? Yr B Sum 1 Link to Computing – Managing Online information, Privacy and Security	Link to Computing – Managing Online information, Privacy and Security
	Why social media, some computer games and online gaming, for example, are age restricted.			RE – Which rules should I follow? Yr B Sum 1 Link to Computing – Health, Wellbeing and Lifestyle	Link to Computing – Health, Wellbeing and Lifestyle
	That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.		Link to Computing – Online Bullying	RE – Which rules should I follow? Yr B Sum 1 Link to Computing – Online identity, Managing online information, Privacy and security	Link to Computing – Online identity, Managing online information, Privacy and security
	How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.			RE – Which rules should I follow? Yr B Sum 1 Link to Computing – Managing online information, Privacy and security	Link to Computing - Managing online information, Privacy and security
	Where and how to report concerns and get support with issues online.	Link to Computing – Managing Online Information	Link to Computing – Managing Online Information	RE – Which rules should I follow? Yr B Sum 1 Link to Computing – Online identity, Managing online information, Health, Wellbeing and Lifestyle	Link to Computing – Online identity, Managing online information, Health, Wellbeing and Lifestyle
Physical health and fitness	The characteristics and mental and physical benefits of an active lifestyle.		Link to Science – The importance of exercise – Yr A Aut 2 Fighting Fit – Yr A Aut 2		RE – Life as a journey Yr A Aut 1 Heroes and Villains Yr A Spr 1 Link to Science – Yr B Sum 2
	The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	Go Noodle			
	The risks associated with an inactive lifestyle (including obesity).		Fighting Fit – Yr A Aut 2	Link to Science – Yr B Aut 2 Healthy Humans - Year B Aut 2	Couch 2 5K Power Pursuit Heroes and Villains Yr A Spr 1
	How and when to seek support including which adults to speak to in school if they are worried about their health.		Link to Science – Yr A Aut 2	Link to Science	Heroes and Villains Yr A Spr 1 Year 6 Health Questionnaires and School Nurse visit Link to Science
Healthy eating	What constitutes a healthy diet (including understanding calories and other nutritional content).	Physical Development	Link to Science – Eating the right amount of different types of foods – Yr A Aut 2 Fighting Fit – Yr A Aut 2	The Art of Food – Yr A Spr 1 Healthy Humans - Year B Aut 2 Link to Science – Yr B Aut 2	Heroes and Villains Yr A Spr 1 Link to DT – Yr B Sum 2

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			Link to Science – Eating the right amounts of different types of food – Year A Spr 2 Link to DT – The Eatwell plate – Yr A Spr 2	Link to DT – The Eatwell plate – Yr B Aut 2	
	The principles of planning and preparing a range of healthy meals.	Rolling snack – trying new foods Baking	Link to DT – The Eatwell plate – Yr A Spr 2 Fighting Fit – Yr A Aut 2	The Art of Food – Yr A Spr 1 Healthy Humans - Year B Aut 2 Link to Science – Yr B Aut 2 Link to DT – The Eatwell plate – Yr B Aut 2	Heroes and Villains Yr A Spr 1 Link to DT – Yr A Sum 2, Yr B Sum 2
	The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).		Link to DT – The Eatwell plate – Yr A Spr 2 Fighting Fit – Yr A Aut 2	The Art of Food – Yr A Spr 1 Healthy Humans - Year B Aut 2 Link to Science – Yr B Aut 2 Link to DT – The Eatwell plate – Yr B Aut 2	Heroes and Villains Yr A Spr 1 Link to Science – Yr A Sum 2
Drugs, alcohol and tobacco	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				Heroes and Villains Yr A Spr 1 Link to Science – Yr A Sum 2
Health and Prevention	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.				Heroes and Villains Yr A Spr 1 Link to Science – Healthy Bodies Yr A Sum 2
	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.				Link to Science – Healthy Bodies Yr A Sum 2
	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.			Link to Science – Yr A Spr 1 Link to Computing – Health, Wellbeing and Lifestyle	Heroes and Villains Yr A Spr 1 Link to Computing – Health, Wellbeing and Lifestyle
	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.		Link to Science – Cleaning teeth – Yr A Aut 2	The Art of Food – Yr A Spr 1 Link to Science – Teeth and the digestive system - Yr A Spr 1	
	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.		Link to Science – The importance of washing hands – Yr A Aut 2 Fighting Fit – Yr A Aut 2	The Plague/Covid 19 – Yr A Aut 2	Growing up, Growing wise Yr 6 Sum 2
	The facts and science relating to allergies, immunisation and vaccination.		Fighting Fit – Yr A Aut 2	The Plague/Covid 19 – Yr A Aut 2	
Basic first aid	How to make a clear and efficient call to emergency services if necessary.			Red Cross First Aid Champions resources	St John's Ambulance First Aid lesson plans
	Concepts of basic first-aid, for example dealing with common injuries, including head injuries.			Red Cross First Aid Champions resources	St John's Ambulance First Aid lesson plans
Changing adolescent body	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.				Link to Science – Yr B Sum 1 Growing Up ... Growing wise (Year 6)
	About menstrual wellbeing including the key facts about the menstrual cycle.				Link to Science – Yr B Sum 2 Growing Up ... Growing wise (Year 6)

Other aspects of the PSHE curriculum which are integral to our vision at St Leonard's

Sex Education				
	Reception	KS1	Lower KS2	Upper KS2
Notice that humans have offspring that grow into adults		Link to Science – Yr A Aut 2 Medway Primary RSE Lesson 2 – 'Growing Up' – Yr A Aut 2 – Need 'The Growing Story' by H Oxenbury		
Know names of body parts		Link to Science Yr B Sum 2 Medway Primary RSE Lesson 3 – 'Everybody's body'		Super Sleuth – Yr A Spr 2 Link to Science Yr A Sum 1 Link to Science Yr B Sum 2
Know about life cycles of plants		The Farm shop – Yr A Spr 2	Link to Science – Yr A	Super Sleuth – Yr A Spr 2 Link to Science Yr A Sum 1

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Appendix 1

Know about life cycles of animals				Link to Science Yr A Sum 1 Link to Science Yr B Sum 2

Living in the Wider World					
		Reception	KS1	Lower KS2	Upper KS2
Careers		People who help us Science Role play areas	Role play areas		RE – Life as a journey Yr A Aut 1
Democracy		P4C	School Council P4C	School Council P4C	A Kingdom United (How are different countries governed) – Yr B Aut 1 School Council P4C
Finance		Shop role play Maths	Shop role play Maths		
Cultural expectations in different Global Communities		Knowledge and Understanding the World		Europe Yr B Spr 2	USA – Yr A Aut 2 RE – Christmas around the World Yr B Aut 2 Mayan Civilisation – Yr B Sum 1
Human Rights and Responsibilities		PSED	P4C	P4C	P4C Link to RE – Exodus and Passover - Yr B Spr 1
Road Safety		Knowledge and Understanding the World			
Fire Safety		Fire drills People who help us	Fire drills Visit from Fire Service Yr 2	Fire drills	Fire drills Visit from Fire Service Yr 6
Water safety	Swimming block each year including water safety in Year 5/6, Summer talks in assemblies on water safety near canal and reservoirs				

Appendix 2

	KS1		LKS2		UKS2	
	Year A	Year B	Year A	Year B	Year A	Year B
Aut 1	National Online Safety Scheme	National Online Safety Scheme Family Album Medway RSE Lesson 1 Medway Primary RSE Lesson 2 – ‘Growing Up’ P4C – e.g. Does everyone in your family have to look the same? RE – Harvest	National Online Safety Scheme RE – God, David and the Psalms PSHE – Medway RSE lessons on friendship and falling out	National Online Safety Scheme RE – Called by God	National Online Safety Scheme RE – Life as a journey Lesson on Stereotyping (plus P4C based on Red – M Hall) and Lesson on Extremism PSHE Assoc – Building a Stronger Britain	A Kingdom United National Online Safety Scheme RE – The Bible
Aut 2	Fighting Fit – Science link Safer Internet Day – ‘Chicken Clicking’ Anti-Bullying Week	Safer Internet Day – ‘Chicken Clicking’ Anti-Bullying Week RE – God and Creation	The Plague Safer Internet Day Anti-Bullying Week RE – Christmas: exploring the symbolism	Healthy Humans The Eatwell plate Safer Internet Day Anti-Bullying Week RE – Christmas God with us	Safer Internet Day Anti-Bullying Week RE – Advent USA – Families /stereotypes P4C – Different families	Safer Internet Day Anti-Bullying Week RE – Christmas around the World
Spr 1	RE – Jesus friend to everyone	RE – Jesus was Special Medway Primary RSE Lesson 3 – ‘Everybody’s body’ – link to Science	The Art of Food RE – Jesus the Son of God	RE – Jesus the man who changed lives	Heroes and Villains Friendships in Sherlock Holmes	RE – Jesus the teacher
Spr 2	The Farm Shop The Eatwell Plate – link to DT CEOP – Think U Know RE – Easter: signs and symbols	CEOP – Think U Know RE – Easter – New Life	CEOP – Think U Know RE: Easter as a story of Betrayal	CEOP – Think U Know Europe (Family life, stereotypes) P4C – Different families, RE – Easter: sadness and joy	CEOP – Think U Know	CEOP – Think U Know RE – Easter
Sum 1	RE – The Church	RE - Joseph	RE – Are all churches the same? PSHE - Belonging to a Community P4C – Uniqueness	RE – Which rules should I follow?	RE – Ideas about God	Mayan Civilisation – family life RE – Exploring Death, loss and Christian hope Science – Life cycles
Sum 2	RE – Ascension and Pentecost	RE – Baptism ‘Sameness and Difference’ lesson Inclusion, belonging and addressing extremism lesson 1 Robots PSHE Unit	RE - Prayer	RE – Harvest	Manners within historical settings – Musketeers Science – Circulation DT – Healthy Food At least 2 lessons on First Aid using St John’s Ambulance resources: First aid calling for help and Head injuries.	RE – Daniel Science – Life cycles DT – Healthy Food around the world Science – Life cycle of humans

To add to LKS2: At least two lessons on First Aid from Red Cross First Aid Champions website: Calling for help and Introduction to First Aid including Head injuries

	Autumn	Spr	Sum
Year 6	Year 6 Health questionnaires and discussions with the school nurse		Growing up, Growing wise... Lessons to support transition to secondary school (utilise ideas from Bounce Forward Y6 transition pack)

Resources for RSHE

KS	Term	Unit of work	Resources
KS1	Year A Aut 2	Medway RSE Lesson 2 – We are Growing Human Life Cycle	The Growing story – Ruth Krauss and Helen Oxenbury
	Year B Autumn 1	Medway RSE Lesson 1 - My Special People	Grandfather and I – Helen Buckley
		Family Album P4C – Does everyone in our family have to look the same?	The Great Big Book of Families – M Hoffman All about Families – Usborne We are family – R Wheatcroft Families, families, families! – S Lang The Family Book – T Parr
	Year B Sum 2	Medway RSE Lesson 3 – Everybody's Body	
		'Sameness and Difference' lesson Inclusion, belonging and addressing extremism lesson 1	Girafes can't dance – G Andreae and Guy Parker-Rees
		P4C Something else;	Something else – Kathryn Cave
		P4C	It's Okay to be different – T Parr
LKS2	Year A – Aut 1	Medway RSE lessons on friendship and falling out Lesson 1 – What makes a good friend Lesson 2 – Falling out with my friends	
	Year A Sum 1	Belonging to a Community	Beegu – A Deacon
		P4C - Uniqueness	God's very good idea – T Newbell
	Year B Spr 2	P4C – Different families	And Tango makes three – J Richardson
UKS2	Year A Aut 2	P4C – Different families	Stella brings the family – M Schiffer
		Extremism - Stereotyping	P4C – Red – M Hall
		Extremism	
Year 6	Sum		Growing Up... Growing Wise Bounce Forward Year 6 Transition pack

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Appendix 2

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Matthew 13:8