



## Relationship and Sex Education Policy

<b>Approved by:</b>	Children's Committee	<b>Date:</b> 17 <sup>th</sup> March 2020
<b>Signed by:</b>	(Chair)	
<b>Last reviewed on:</b>	February 2020	
<b>Next review due by:</b>	Spring 2021	

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## 1. Aims

We are a Rights Respecting Federation and this policy was developed in response to the new **Relationships education, relationships and sex education (RSE) and health education statutory Guidance** (25<sup>th</sup> July 2019) which became mandatory in September 2020 in all state secondary schools

“ In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.”

*UNICEF explain that:*

*‘The UNICEF UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. A rights-respecting school is a community where children's rights are learned, taught, practised, respected, protected and promoted. Young people and the school community learn about children's rights by putting them into practice every day.’*

The aims of Relationship and Sex Education (RSE) at our federation are to:

- Develop a positive understanding of friendships.
- Help our young people understand family dynamics in modern Britain.
- 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 and for post 11 pupils to understand the meaning of consent
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships
- Avoid being exploited or exploiting others

## **2. Statutory requirements**

Statutory guidance from the Department for Education has been issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 has made;

“Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools” from September 2020.

At the North and South West Durham Learning Federation we teach RSE in accordance with these statutory requirements.

## **3. Policy development**

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

1. Review – PSHE Leads across the federation pulled together 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 can view this policy via the school websites.
4. Pupil consultation – we investigated what exactly pupils want from their SRE by asking them to write down questions they would like answered and by asking pupils to complete questionnaires at school council meetings.
5. Wider school community – School Nursing Service are consulted on aspects of this policy that they support pupils with.
6. Ratification – once amendments were made, the policy was shared with governors and ratified.

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about positive and negative relationships, sexual health, sexuality, healthy lifestyles, keeping safe both off line and online, consent, diversity, including LGBT issues 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. Delivery of RSE

***See Evergreen Appendix, The Oaks Appendix and Croft Appendix for details of how RSE is delivered in each school.***

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 a trained health professional.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage friendships, changing relationships and emotions
- Recognising the difference between good and bad relationships
- Recognising and assessing potential risks
- Learning to manage emotions within relationships confidently and sensitively off and online
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect, positive self-esteem, confidence and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Making informed choices with an absence of prejudice
- Discussion and group work

These skills are taught sensitively within the context of a diverse family life in modern Britain.

## 6. Roles and responsibilities

### 6.1 The Governing Body

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

### 6.2 The Executive Head Teacher

The Executive Head Teacher is responsible for ensuring that RSE is taught consistently across the federation.

### 6.3 The Head of School

The Head of School is responsible for managing requests to withdraw pupils from components of RSE (see section 7).

### 6.4 Staff

Staff are responsible for:

- Setting up ground rules with their class at the start of the Summer Term and then refer back to these at the start of each RSE session
- Respect a pupil's right to not take part in a discussion / activity
- Delivering RSE in a sensitive way appropriate to the needs and understanding of their pupils
- 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 components of RSE
- Ensure pupils understand that there may be occasions when you have to share something they have told you with The Head of School / Deputy Head
- Referring any disclosures, safeguarding issues raised or possible child protection concerns to the Head of School/Deputy Head through the federation CPOMS or Behaviour Watch procedures

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 Executive Head Teacher.

#### 6.5 Pupils

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

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

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education until three terms before they are 16 in secondary school, except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. There is no right to withdraw from Relationships Education or Health Education. Parents are encouraged to discuss their concerns and/or decisions with the Head of School at the earliest opportunity. Parents are welcome to review any RSE resources used across the federation.

### **8. Confidentiality and Safeguarding**

It should be made clear to pupils across the federation that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

### **9. Training**

Staff are trained on the delivery of RSE as part of their continuing professional development.

The PSHE Subject Leader will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE when required.

### **10. Monitoring arrangements**

The delivery of RSE is monitored by PSHE Subject Leaders through:

- Work scrutiny
- Learning walks

- Staff meetings
- Through questioning staff / pupils
- Questionnaires
- Data analysis
- Feedback on impact of Interventions
- Link Governor meetings

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

This policy will be reviewed by Danielle Oliver – Evergreen, Catherine De Muschamp –The Oaks and Lucy Herkes Croft.

At every review, the policy will be approved by The North & South West Durham Learning Federation Governing Body.

## **APPENDIX 1**

### **Organisation and Content of Relationship and Sex Education – Evergreen Primary School**

Evergreen specifically delivers relationship and sex education using the objectives set out in the 3D dimensions PSHE scheme of work at foundation stage, KS1 and KS2.

In the foundation stage children are taught about making relationships, self-confidence/awareness and managing feelings/behaviour.

In KS1 units include changing and growing, emotions, communication, bullying, fairness, family and friends, rules and responsibilities and communities.

In KS2 units include growing and changing, emotions, communication, collaboration, healthy relationships, bullying, similarities and differences, rules and responsibilities and discrimination.

Teachers in upper key stage 2 deliver the RSE curriculum with support from professionals where appropriate. School staff are the best people to work with the pupils on the SRE topics as they are aware of each pupil's individual circumstances. SRE lessons are set within the wider context of the PSED curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also taught as part of National Curriculum Science to pupils in Upper Key Stage 2.

Any SRE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rules established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time.





## Evergreen – RSE Primary Curriculum Overview

### \*NEWLY UPDATED CURRICULUM OVERVIEW

Evergreen Primary School					
<b>Autumn Term 1</b>					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Core Theme 3</b> Unit 1 LESSON 1: <i>Rules / Expectations - We Expect</i> ...</p> <p><b>Core Theme 3</b> Unit 1 LESSON 2: <i>Rules / Expectations - Class Charter</i></p> <p><b>Core Theme 1</b> Unit 5 LESSON 6: <i>Internet Safety - E-Safety</i></p> <p><b>Core Theme 2</b> Unit 4 LESSON 1: <i>Friendship - Forever Friends</i></p> <p><b>Core Theme 2</b> Unit 4 LESSON 2: <i>Friendship - Make Friends</i></p>	<p><b>Core Theme 2</b> Unit 4 LESSON 3: <i>Friendship - Hola! Bonjour!</i></p> <p><b>Core Theme 2</b> Unit 4 LESSON 4: <i>Friendship - Share Alike</i></p> <p><b>Core Theme 2</b> Unit 3 LESSON 1: <i>Fair and Unfair - It's Not Fair!</i></p> <p><b>Core Theme 3</b> Unit 2 LESSON 1: <i>Our School - Common Goals</i></p> <p><b>Core Theme 3</b> Unit 2 LESSON 2: <i>Belonging - I Belong ...</i></p>	<p><b>Core Theme 1</b> Unit 6 LESSON 1: <i>E-Safety – Online Chat</i></p> <p><b>Core Theme 1</b> Unit 6 LESSON 2: <i>Online Privacy – The Secrets Jar</i></p> <p><b>Core Theme 1</b> Unit 6 LESSON 3: <i>Online Privacy – E-Protection</i></p> <p><b>Core Theme 3</b> Unit 1 LESSON 1: <i>Rules – I'm In Charge!</i></p> <p><b>Core Theme 3</b> Unit 1 LESSON 2: <i>Thinking Ahead – Lesson Planning</i></p>	<p><b>Core Theme 1</b> Unit 6 LESSON 4: <i>Online Privacy – It's Personal</i></p> <p><b>Core Theme 1</b> Unit 6 LESSON 5: <i>Internet Use – Online Usage</i></p> <p><b>Core Theme 1</b> Unit 6 LESSON 6: <i>Internet Use – Age Limits</i></p> <p><b>Core Theme 3</b> Unit 3 LESSON 1: <i>Gender Stereotypes – His and Hers</i></p>	<p><b>Core Theme 3</b> Unit 1 LESSON 1: <i>Structure – Just Imagine ...</i></p> <p><b>Core Theme 3</b> Unit 1 LESSON 2: <i>Law and Order – In Charge</i></p> <p><b>Core Theme 3</b> Unit 1 LESSON 3: <i>U.N. Rights – Our Rights</i></p> <p><b>Core Theme 2</b> Unit 4 LESSON 5: <i>Online Relationships – A Risky Business</i></p> <p><b>Core Theme 1</b> Unit 5 LESSON 1: <i>Drugs – Just Say No!</i></p>	<p><b>Core Theme 1</b> Unit 3 LESSON 1: <i>Identified Strengths – Big Dreams</i></p> <p><b>Core Theme 1</b> Unit 3 LESSON 2: <i>Identified Strengths – Big Achievers</i></p> <p><b>Core Theme 1</b> Unit 3 LESSON 3: <i>Setting Goals – 'Super Futures'</i></p> <p><b>Core Theme 1</b> Unit 3 LESSON 4: <i>Setting Goals – I Can Do That!</i></p> <p><b>Core Theme 1</b> Unit 5 LESSON 6: <b>Internet Safety – Fake News</b></p>

<p><b>Core Theme 3</b> Unit 1 LESSON 3: <i>Taking Turns - It's Your Turn</i></p>	<p><b>Core Theme 3</b> Unit 2 LESSON 3: <i>Belonging - Join Our Club!</i></p> <p><b>Core Theme 2</b> Unit 5 LESSON 7: <i>Staying Safe – I Don't Know You</i></p>	<p><b>Core Theme 3</b> Unit 1 LESSON 3: <i>Taking the Lead – Learning Time</i></p>		<p><b>Core Theme 1</b> Unit 5 LESSON 2: <i>Alcohol – Drink Aware</i></p>	
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## Autumn Term 2

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Core Theme 2</b> Unit 1 LESSON 7: <i>Good Manners - How Rude!</i></p> <p><b>Core Theme 1</b> Unit 4 LESSON 1: <i>Happiness - Smile!</i></p> <p><b>Core Theme 1</b> Unit 4 LESSON 2: <i>Anger - Grrrr!</i></p> <p><b>Core Theme 2</b> Unit 1 LESSON 1: <i>Feelings - How I Feel</i></p> <p><b>Core Theme 2</b> Unit 1 LESSON 2: <i>Responses - You and Me</i></p>	<p><b>Core Theme 2</b> Unit 3 LESSON 4: <i>Right and Wrong - In the Right</i></p> <p><b>Core Theme 1</b> Unit 4 LESSON 5: <i>Consequences - Good v Bad</i></p> <p><b>Core Theme 1</b> Unit 4 LESSON 6: <i>Aspirations - It's a Goal!</i></p> <p><b>Core Theme 2</b> Unit 1 LESSON 4: <i>Co-operation – Negotiation</i></p> <p><b>Core Theme 2</b> Unit 1 LESSON 5: <i>Co-operation - Want to Play?</i></p>	<p><b>Core Theme 2</b> Unit 5 LESSON 1: <i>Friendship – Best Features</i></p> <p><b>Core Theme 2</b> Unit 5 LESSON 2: <i>Friendship – Circles Time</i></p> <p><b>Core Theme 2</b> Unit 5 LESSON 3: <i>Friendship - Falling Out</i></p> <p><b>Core Theme 2</b> Unit 5 LESSON 4: <i>Friendship – The BAFAs</i></p> <p><b>Core Theme 1</b> Unit 5 LESSON 1: <i>Loss / Separation – Lost!</i></p>	<p><b>Core Theme 2</b> Unit 3 LESSON 1: <i>Reactions - Frustration</i></p> <p><b>Core Theme 2</b> Unit 3 LESSON 2: <i>Self-Worth – I'm a Marvel!</i></p> <p><b>Core Theme 2</b> Unit 3 LESSON 3: <i>Persistence and Resilience – Don't Give Up</i></p> <p><b>Core Theme 2</b> Unit 3 LESSON 4: <i>Negative Persistence – Over and Over</i></p> <p><b>Core Theme 1</b> Unit 5 LESSON 5: <i>Feelings - Overreacting</i></p>	<p><b>Core Theme 1</b> Unit 4 LESSON 1: <i>Death and Grief – It's Natural</i></p> <p><b>Core Theme 1</b> Unit 4 LESSON 2: <i>Death and Grief - Poppies</i></p> <p><b>Core Theme 1</b> Unit 4 LESSON 3: <i>Managing Conflict – Families at War</i></p> <p><b>Core Theme 3</b> Unit 2 LESSON 1: <i>Community Event – We're Cultured</i></p>	<p><b>Core Theme 2</b> Unit 3 LESSON 1: <i>Race and Ethnicity – United States?</i></p> <p><b>Core Theme 2</b> Unit 3 LESSON 2: <i>Gender Stereotypes – Jobs 4 All</i></p> <p><b>Core Theme 2</b> Unit 3 LESSON 3: <i>Culture – Cultural Feast</i></p>

<b>Core Theme 2</b> Unit 1 LESSON 3: <i>Opinions - I Think...</i>	<b>Core Theme 2</b> Unit 1 LESSON 6: <i>Co-operation - Let's Debate!</i>	<b>Core Theme 1</b> Unit 5 LESSON 2: <i>Loss / Separation – Found!</i>			
<b>Spring Term 1</b>					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Core Theme 1</b> Unit 2 LESSON 4: <i>Washing Hands - Meet Grub!</i></p> <p><b>Core Theme 1</b> Unit 1 LESSON 1: <i>Healthy Eating - Vote Green!</i></p> <p><b>Core Theme 1</b> Unit 1 LESSON 2: <i>Healthy Eating - Meat Eaters</i></p> <p><b>Core Theme 1</b> Unit 1 LESSON 3: <i>Healthy Eating - Party Time!</i></p> <p><b>Core Theme 1</b> Unit 1 LESSON 4: <i>Physical Activity - Get Physical!</i></p> <p><b>Core Theme 2</b> Unit 3 LESSON 2: <i>Comparisons - All the Same</i></p>	<p><b>Core Theme 1</b> Unit 2 LESSON 5: <i>Keeping Clean - Bath-time</i></p> <p><b>Core Theme 1</b> Unit 2 LESSON 6: <i>Skin - Skinny Tips</i></p> <p><b>Core Theme 1</b> Unit 2 LESSON 1: <i>Dental Hygiene - Brushing Up!</i></p> <p><b>Core Theme 1</b> Unit 2 LESSON 2: <i>Dental Hygiene - Bright White</i></p> <p><b>Core Theme 1</b> Unit 2 LESSON 3: <i>Dental Hygiene - Top Teeth</i></p> <p><b>Core Theme 1</b> Unit 5 LESSON 3: <i>Drug Safety - Magic Medicine</i></p>	<p><b>Core Theme 1</b> Unit 1 LESSON 1: <i>Physical, Emotional and Mental – I Am Who I Am!</i></p> <p><b>Core Theme 1</b> Unit 1 LESSON 2: <i>Physical, Emotional and Mental – Hearts and Minds</i></p> <p><b>Core Theme 1</b> Unit 1 LESSON 3: <i>Physical, Emotional and Mental – Three in One</i></p> <p><b>Core Theme 1</b> Unit 2 LESSON 4: <i>Sleep – Sweet Dream</i></p>	<p><b>Core Theme 1</b> Unit 3 LESSON 1: <i>A Balanced Diet – Plant or Animal?</i></p> <p><b>Core Theme 1</b> Unit 3 LESSON 2: <i>A Balanced Diet – Balancing Act</i></p> <p><b>Core Theme 1</b> Unit 3 LESSON 3: <i>Working With Food – Master Chef</i></p> <p><b>Core Theme 1</b> Unit 3 LESSON 4: <i>Working With Food – Our Food Hall</i></p>	<p><b>Core Theme 1</b> Unit 1 LESSON 2: <i>Physical, Emotional and Mental – What's Puberty?</i></p> <p><b>Core Theme 1</b> Unit 1 LESSON 3: <i>Healthy Lifestyles – You Choose!</i></p> <p><b>Core Theme 1</b> Unit 5 LESSON 3: <i>Tobacco – Up in Smoke</i></p> <p><b>Core Theme 1</b> Unit 5 LESSON 4: <i>Substance Abuse – Let's Be Frank</i></p>	<p><b>Core Theme 1</b> Unit 1 LESSON 4: <i>Physical Illness – Bleugh!</i></p> <p><b>Core Theme 1</b> Unit 1 LESSON 6: <i>Immunisation – One Sharp Scratch</i></p> <p><b>Core Theme 2</b> Unit 4 LESSON 3: <i>Marriage – I Promise...</i></p>
<b>Spring Term 2</b>					

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Core Theme 2</b> Unit 2 LESSON 1: <i>Definition - A Bully is...</i></p> <p><b>Core Theme 2</b> Unit 2 LESSON 2: <i>Unkindness - Blame Game</i></p> <p><b>Core Theme 2</b> Unit 2 LESSON 3: <i>Behaviour - Bullying is...</i></p> <p><b>Core Theme 2</b> Unit 2 LESSON 4: <i>Behaviour - + and -</i></p> <p><b>Core Theme 1</b> Unit 5 LESSON 4: <i>Personal Safety - Secret Surprise</i></p> <p><b>Core Theme 1</b> Unit 5 LESSON 5: <i>Emotional Safety - Getting Help</i></p>	<p><b>Core Theme 1</b> Unit 3 LESSON 1: <i>Similarities and Differences - Boys v Girls</i></p> <p><b>Core Theme 1</b> Unit 3 LESSON 2: <i>The Human Body - Body Bits</i></p> <p><b>Core Theme 1</b> Unit 3 LESSON 3: <i>Growing Up - All Grown Up</i></p> <p><b>Core Theme 1</b> Unit 3 LESSON 4: <i>Changing Needs - I Need</i></p> <p><b>Core Theme 1</b> Unit 1 LESSON 5: <i>Physical Activity - Mighty Muscles</i></p> <p><b>Core Theme 1</b> Unit 1 LESSON 6: <i>Exercise - Workout!</i></p>	<p><b>Core Theme 2</b> Unit 1 LESSON 1: <i>Clear Messages – Dot Dot Dash</i></p> <p><b>Core Theme 2</b> Unit 1 LESSON 2: <i>How to Listen – Listen Up!</i></p> <p><b>Core Theme 3</b> Unit 2 LESSON 1: <i>Different Communities – My Community</i></p> <p><b>Core Theme 3</b> Unit 2 LESSON 2: <i>School Communities – School Swap</i></p>	<p><b>Core Theme 2</b> Unit 1 LESSON 3: <i>Responding to Others – Agony Aunts</i></p> <p><b>Core Theme 2</b> Unit 1 LESSON 4: <i>Expressing Opinions – It’s Debatable</i></p> <p><b>Core Theme 1</b> Unit 5 LESSON 3: <i>Loss / Separation – Left Behind</i></p> <p><b>Core Theme 1</b> Unit 5 LESSON 4: <i>Family Changes – Two Homes</i></p>	<p><b>Core Theme 1</b> Unit 1 LESSON 1: <i>Physical, Emotional and Mental – 3-Dimensional</i></p> <p><b>Core Theme 2</b> Unit 1 LESSON 1: <i>Confidentiality – Secret Info</i></p> <p><b>Core Theme 2</b> Unit 1 LESSON 2: <i>Listening – I’m All Ears!</i></p> <p><b>Core Theme 2</b> Unit 1 LESSON 3: <i>Responding – Scenarios</i></p>	<p><b>Core Theme 1</b> Unit 1 LESSON 5: <i>Healthy Minds – Young Minds</i></p> <p><b>Core Theme 2</b> Unit 4 LESSON 4: <i>Mental Wellbeing – Mind Business</i></p> <p><b>Core Theme 2</b> Unit 4 LESSON 2: <i>Support and Care - Connections</i></p>
<b>Summer Term 1</b>					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p><b>Core Theme 2</b> Unit 3 LESSON 6: <i>Kindness - Give a Little</i></p>	<p><b>Core Theme 2</b> Unit 2 LESSON 5: <i>Behaviour - Help Me!</i></p>	<p><b>Core Theme 1</b> Unit 7 LESSON 1: <i>Before Puberty – You’ve Grown!</i></p>	<p><b>Core Theme 1</b> Unit 4 LESSON 1: <i>Identified Strengths – I’m Good at That</i></p>	<p><b>Core Theme 1</b> Unit 2 LESSON 1: <i>Food Choices – Secret Eaters</i></p>	<p><b>Core Theme 3</b> Unit 3 LESSON 1: <i>Budgeting – Money Supermarket</i></p>
<p><b>Core Theme 2</b> Unit 4 LESSON 5: <i>Family - My Family</i></p>	<p><b>Core Theme 2</b> Unit 3 LESSON 3: <i>Behaviour - In My Shoes</i></p>	<p><b>Core Theme 1</b> Unit 7 LESSON 2: <i>Visible Changes – Mind the Gap</i></p>	<p><b>Core Theme 1</b> Unit 5 LESSON 6: <i>Self-Respect – Let’s Rock!</i></p>	<p><b>Core Theme 1</b> Unit 2 LESSON 2: <i>Food Choices – Invention Team</i></p>	<p><b>Core Theme 3</b> Unit 3 LESSON 2: <i>Consumer Sense – Payment Terms</i></p>
<p><b>Core Theme 2</b> Unit 4 LESSON 6: <i>Family - Special People</i></p>	<p><b>Core Theme 2</b> Unit 3 LESSON 5: <i>Teasing - Cry Baby!</i></p>	<p><b>Core Theme 1</b> Unit 8 LESSON 1: <i>How to Help – Who to Call</i></p>	<p><b>Core Theme 1</b> Unit 4 LESSON 2: <i>Identified Strengths – Future Me</i></p>	<p><b>Core Theme 1</b> Unit 2 LESSON 3: <i>Cooking – Michelin Stars</i></p>	<p><b>Core Theme 3</b> Unit 3 LESSON 3: <i>Consumer Sense – A Class Catalogue!</i></p>
<p><b>Core Theme 3</b> Unit 1 LESSON 6: <i>Caring - Talking to Plants</i></p>	<p><b>Core Theme 3</b> Unit 2 LESSON 4: <i>Local Citizenship - Our Local Area</i></p>	<p><b>Core Theme 1</b> Unit 8 LESSON 2: <i>Emergency Calls – Calling 999</i></p>	<p><b>Core Theme 1</b> Unit 4 LESSON 3: <i>Setting Goals – That’s My Goal!</i></p>	<p><b>Core Theme 2</b> Unit 4 LESSON 1: <i>Physical Contact – Touch Sensitive</i></p>	
<p><b>Core Theme 3</b> Unit 1 LESSON 4: <i>Lending / Borrowing - The Borrowers</i></p>	<p><b>Core Theme 3</b> Unit 2 LESSON 5: <i>Local Citizenship - Community Care</i></p>	<p><b>Core Theme 1</b> Unit 8 LESSON 3: <i>Emergency Calls – Ambulance, Now</i></p>	<p><b>Core Theme 1</b> Unit 4 LESSON 4: <i>Setting Goals – The Impossible Dream</i></p>		
<p><b>Core Theme 3</b> Unit 1 LESSON 5: <i>Sharing - Share the Booty</i></p>	<p><b>Core Theme 1</b> Unit 3 LESSON 5: <i>Responsibility - Who’s at Fault?</i></p>				

## Summer Term 2

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Core Theme 1</b> Unit 5 LESSON 1: <i>Sun Safety – It’s a Cover Up!</i></p>	<p><b>Core Theme 1</b> Unit 3 LESSON 6: <i>Emotions – Mood Swings</i></p>	<p><b>Core Theme 1</b> Unit 2 LESSON 1: <i>A Balanced</i></p>	<p><b>Core Theme 2</b> Unit 4 LESSON 1: <i>Connections – Paper Chains</i></p>	<p><b>Core Theme 2</b> Unit 2 LESSON 1: <i>Responding - Scrabble</i></p>	<p><b>Core Theme 3</b> Unit 4 LESSON 1: <i>Generating Income – Making Money</i></p>

<p><b>Core Theme 1</b> Unit 5 LESSON 2: <i>Road Safety – Green X Code</i></p> <p><b>Core Theme 3</b> Unit 3 LESSON 1: <i>Money - Grows on Trees?</i></p> <p><b>Core Theme 3</b> Unit 3 LESSON 2: <i>Money - Coining it in!</i></p> <p><b>Core Theme 3</b> Unit 3 LESSON 3: <i>Money - Keep Money Safe</i></p>	<p><b>Core Theme 1</b> Unit 4 LESSON 3: <i>Love - Three Little Words</i></p> <p><b>Core Theme 1</b> Unit 4 LESSON 4: <i>Sadness - How to Cope</i></p> <p><b>Core Theme 3</b> Unit 3 LESSON 4: <i>Money - Shopping List</i></p> <p><b>Core Theme 3</b> Unit 3 LESSON 5: <i>Choices - This or That?</i></p> <p><b>Core Theme 3</b> Unit 3 LESSON 6: <i>Enterprise - Dragons' Den</i></p>	<p><i>Approach – Define: Healthy</i></p> <p><b>Core Theme 1</b> Unit 2 LESSON 2: <i>Physical Exercise – Active Kids?</i></p> <p><b>Core Theme 1</b> Unit 2 LESSON 3: <i>Lifestyle Choices – It’s Your Choice</i></p> <p><b>Core Theme 2</b> Unit 2 LESSON 1: <i>Working Together – Name Game</i></p> <p><b>Core Theme 2</b> Unit 2 LESSON 2: <i>Working Together – Build It Up</i></p> <p><b>Core Theme 2</b> Unit 2 LESSON 3: <i>Shared Goals – Better Places</i></p>	<p><b>Core Theme 2</b> Unit 4 LESSON 2: <i>Family Links – Family Tree</i></p> <p><b>Core Theme 2</b> Unit 4 LESSON 3: <i>Religious Views – Faith Findings</i></p> <p><b>Core Theme 2</b> Unit 4 LESSON 4: <i>Celebrate Diversity – Inside Outside</i></p> <p><b>Core Theme 3</b> Unit 4 LESSON 1: <i>Money Choices – A Million Dollars</i></p> <p><b>Core Theme 3</b> Unit 4 LESSON 2: <i>Managing Money – Design Choices</i></p>	<p><b>Core Theme 2</b> Unit 2 LESSON 2: <i>Shared Goals – It’s All Go!</i></p> <p><b>Core Theme 2</b> Unit 2 LESSON 3: <i>Community Spirit – All Join In</i></p> <p><b>Core Theme 1</b> Unit 5 LESSON 5: <i>Basic First-Aid – First Aids Tips</i></p>	<p><b>Core Theme 3</b> Unit 4 LESSON 2: <i>Generating Income – Raising Money</i></p>
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## **Nursery (30 – 50 months)**

### **Making Relationships**

Lesson 1 – ‘Let’s play shops’

Lesson 2 – ‘Who’s playing’

Lesson 3 – ‘It’s your turn’

Lesson 4 – ‘Good friends’

### **Self Confidence/Awareness**

Lesson 5 – ‘Make your choice’

Lesson 6 – ‘Odd jobs’

Lesson 7 – ‘Chatterbox’

Lesson 8 – ‘Where I live’

Lesson 9 – ‘Can you help?’

Lesson 10 – ‘Well Done!’

Lesson 11 – ‘A new baby’

### **Managing Feelings/Behaviour**

Lesson 12 – ‘Deaf girl’

Lesson 13 – ‘Fair shares’

Lesson 14 – ‘The pantomime’

Lesson 15 – ‘You smell!’

Lesson 16 – ‘A waiting game’

## **Reception (40 – 60 months – ELG)**

### **Making Relationships**

Lesson 7 – ‘An old friend’

Lesson 16 – ‘All join in’

Lesson 23 – ‘Eid Murbarak!’

Lesson 11 – ‘I feel poorly’

Lesson 18 – ‘A piece of cake’

Lesson 4 – ‘It’s your turn’

Lesson 24 – ‘Playtime games’

Lesson 25 – ‘Litter Bug!’

Lesson 10 – ‘Rainy Days’

Lesson 19 – ‘Busy body’

Lesson 1 – ‘Hide and seek’

Lesson 14 – Family fun’

### **Self Confidence/Awareness**

Lesson 3 – ‘I like...’

Lesson 10 – ‘Rainy Days’

Lesson 25 – ‘Litter Bug!’

Lesson 8 – ‘Me and You’

Lesson 15 – ‘One gold star’

Lesson 6 – ‘Taking the plunge’

Lesson 2 – ‘Nan’s house’

Lesson 17 – ‘I’m stuck’

Lesson 18 – ‘A piece of cake’

Lesson 21 – ‘Dressing up’

Lesson 22 – ‘E-safety, Be safe’

**Managing Feelings/Behaviour**

Lesson 5 – ‘What a problem’

Lesson 25 – ‘Litter Bug!’

Lesson 2 – ‘Nan’s house’

Lesson 20 – ‘The new pet’

Lesson 12 – ‘Clean and Tidy’

Lesson 13 – ‘Bully Boy’

Lesson 24 – ‘Playtime games’

Lesson 9 – ‘Stick to the rules’

**Lesson 1** – ‘Hide and seek’ **Lesson 2** – ‘Nan’s house’ **Lesson 3** – ‘I like...’ **Lesson 4** – ‘It’s your turn’ **Lesson 5** – ‘What a problem’ **Lesson 6** – ‘Taking the plunge’ **Lesson 7** – ‘An old friend’ **Lesson 8** – ‘Me and You’ **Lesson 9** – ‘Stick to the rules’ **Lesson 10** – ‘Rainy Days’ **Lesson 11** – ‘I feel poorly’ **Lesson 12** – ‘Clean and Tidy’ **Lesson 13** – ‘Bully Boy’ **Lesson 14** – Family fun’ **Lesson 15** – ‘One gold star’ **Lesson 16** – ‘All join in’ **Lesson 17** – ‘I’m stuck’ **Lesson 18** – ‘A piece of cake’ **Lesson 19** – ‘Busy body’ **Lesson 20** – ‘The new pet’ **Lesson 21** – ‘Dressing up’ **Lesson 22** – ‘E-safety, Be safe’ **Lesson 23** – ‘Eid Murbarak!’ **Lesson 24** – ‘Playtime games’ **Lesson 25** – ‘Litter Bug!’



## **APPENDIX 2**

### **Organisation and Content of Relationship and Sex Education – The Oaks Secondary School**

In a secondary school setting (in addition to the aims already mentioned in the federation document) we also focus on the following issues;

- The law and consent
- Understanding what a good relationship looks like
- Diversity in relationships
- Self esteem
- Contraception
- STIs
- The implications of pregnancy and teenage parenthood
- Social media / sexting

We have been working with the Durham County lead on RSE with a small group of other local secondary schools to ensure that our provision and CPD is meaningful to our setting and up to date.

We are running an information stall with the nursing team and the County RSE Lead during parents' evening in order to offer parents a chance to share their views and complete a questionnaire.

In addition we have started to run an AQA PSHE qualification for year 10 and 11 which includes work on RSE.

For students who need confidential advice on RSE we have a drop in session on Friday afternoons and students can also approach any member of staff if they need to.

## The Oaks Curriculum Overview

### \*NEWLY UPDATED CURRICULUM OVERVIEW

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 7</b>	<p><b>Living in the wider World</b></p> <p>Getting to know each other- what do we like/ dislike?</p> <p>What jobs do we do in school and at home? Job stereotypes/ raising aspirations.</p> <p>Why do we have rules?</p>	<p><b>Living in the wider World</b></p> <p>Introduction to parliament, laws, the justice system.</p> <p>Rights and responsibilities</p> <p>School council 'democracy'</p> <p>Looking after our school and respecting the environment including recycling.</p>	<p><b>Health and wellbeing</b></p> <p>Introduction to mental and physical well-being.</p> <p>Personal health and hygiene, first impressions. Disease prevention, personal care and independence.</p>	<p><b>Health and wellbeing</b></p> <p>Peer pressure</p> <p>Recognising dangers of prescription and illegal drugs.</p> <p>Simple first aid.</p>	<p><b>Relationships (including RSE)</b></p> <p>Recognising personal needs, maintaining wellbeing</p> <p>Risks to wellbeing, cyberbullying, stranger danger, good and bad relationship signs</p>	<p><b>Relationships (including RSE)</b></p> <p>Managing change and transition including puberty. Introducing the concept of 'permission'</p>
<b>Links to RRS / PFA and SMSC</b>	<p>PFA: Independent Living / Community Inclusion</p> <p>SMSC: Moral Cultural</p> <p>RRS Articles 12,13,15,23,31,42</p>	<p>PFA: Employment / Independent Living</p> <p>SMSC: Moral / Cultural</p> <p>RRS Article 29</p>	<p>PFA: Health</p> <p>SMSC: social</p> <p>RRS Article 24</p>	<p>PFA: Health</p> <p>SMSC: Cultural</p> <p>RRS Article 33</p>	<p>PFA: Health/ community inclusion</p> <p>SMSC: Social/ Moral</p> <p>RRS Article 27,34</p>	<p>PFA: Health/ community inclusion</p> <p>SMSC: social / moral/ cultural</p> <p>RRS: 34</p>

<b>Year 8</b>	Media and Advertising; Analysing adverts, dealing with persuasion  designing a product to market and present	Understanding local, National and Global charities. Presenting a charity appeal to class. (research into local and global 'good causes')  Public institutions and voluntary groups	Recap on physical and mental well-being.  Emotional health and wellbeing. Self-esteem and body image. Dove body image workshops.	Smoking and peer pressure; dangers of tobacco and cannabis. Drugs in the home  Simple first aid.	Being bullied and bullying, cyber bullying, recognising good and bad relationship signs. Bereavement and divorce.	Permission, good touch/ bad touch, introduction to reproduction. Emotional impact of puberty and peer pressure.
<b>Links to RRS / PFA and SMSC</b>	PFA: Community Inclusion/ Independent Living  SMSC: Cultural  RRS Article 17	PFA: Community Inclusion  SMSC: Social/ moral/ cultural  RRS: Article 15	PFA: Health  SMSC: Spiritual/Social  RRS: Article 24	PFA: Health / Independent Living  SMSC: Social/ Moral  RRS: Article 33	PFA: Health / Independent Living/ Community Inclusion  SMSC: Social  RRS: Article 27, 34	PFA: Health / Independent Living/ Community Inclusion  SMSC: Social/ Moral  RRS: Article 34

	Accreditation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	AQA 5800	Living in the Wider World	Living in the Wider World	Health and Wellbeing	Health and Wellbeing	Relationships (including RSE)	Relationships (including RSE)

<p><b>Year 10</b></p> <p><b>Accreditation Pathway</b></p>	<p><b>PSHE award/certificate</b></p> <p><b>Depending on ability; 4-7 units of work across y10/11</b></p> <p><b>Including;</b></p> <p><b>Emotional wellbeing, Action Planning, Healthy Lifestyles, Making Informed Career choices</b></p>	<p>Rights and responsibilities as citizens, How and why are laws made? Voting, elections and parliament. Students to create a political party and campaign</p>	<p>Equality, discrimination and racial unrest, considering the influence of role models.</p>	<p>Improving emotional well-being. Managing risks to physical and emotional health. Identifying sources of help and advice.</p>	<p>Drug awareness- understanding the effects of different drugs, identifying dangers. Simple first aid (including responding to drug abuse</p>	<p>Respecting equality and diversity in relationships, recognising good and bad relationships. Relationship myths, coping with challenges and break-ups</p>	<p>Pregnancy and birth, contraception and STDs revisited. Accessing support and advice.</p>
<p>Links to RRS, PFA, SMSC.</p>		<p>PFA Community Inclusion/ Independent Living</p> <p>RRS Article 28</p> <p>SMSC: cultural/ moral/ social</p>	<p>PFA Community Inclusion</p> <p>RRS Article 29</p> <p>SMSC: cultural/ moral/ social</p>	<p>PFA Health /Independent Living /Employment</p> <p>RRS Article 24</p> <p>SMSC: cultural/ social</p>	<p>PFA Health /Independent Living</p> <p>RRS Article 33</p> <p>SMSC: cultural/ moral/ social</p>	<p>PFA Health /Community Inclusion /Independent Living</p> <p>RRS Article 27,34</p> <p>SMSC: cultural/ moral/ social</p>	<p>PFA Health /Community Inclusion /Independent Living</p> <p>RRS Article 34</p> <p>SMSC: cultural/ moral/ social</p>

**PSHE KS3/4**

PSHE: Units of Study/overview.

ASDAN Key Steps

2019-2020

Key stages	Years	Autumn		Spring		Summer	
		1	2	3	4	5	6
3	7	Identity	Health	Community	Environment	Identity	Health
	8	Health	Identity	Environment	Community	Citizenship	Health
	9	Community	Health	Identity	Citizenship	Values	Environment
4	10	Emotional wellbeing	Healthy Lifestyles	Personal Safety	Sex and relationship education	Drugs education	Introduction to Diversity, Prejudice and Discrimination
	11	Emotional Wellbeing	Healthy Lifestyles	Personal Safety	Sex and Relationship Education	Relationships, behaviours and practices in the workplace	Units needing extra work for accreditation