

PSHE & RSE POLICY

SCOPE: Academy Policy

AUTHOR/ORIGINATOR: SENCo

**NAME OF RESPONSIBLE
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Outstanding Achievement for All

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1. Summary of Intent

At Longspee Academy we understand the importance of providing pupils with an education which prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to Personal, Social, Health and Economic education (PSHE) and Relationships and Sex Education (RSE). At Longspee Academy we are committed to supporting our pupils' Personal Development and we understand the importance of providing our pupils with broad and balanced curriculum to develop their skills and knowledge for life beyond school.

PSHE contributes to pupils to being resilient, safe and respectful individuals and members of society by developing the knowledge, skills and attributes pupils need to manage their own lives, now and in future. Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships.

Longspee Academy understands the responsibility to deliver a high-quality, age-appropriate and evidence-based PSHE and RSE curriculum for all our pupils; this policy sets out the framework for such a curriculum, providing clarity on how it is organised, delivered, assessed and reviewed.

2. Roles and Responsibilities

The Academies Advisory Committee/ The Ambitions Academies Trust Board

The RSE and PSHE policy will be approved by The Academies Advisory Committee/ Ambitions Academies Trust Board and the Principal will be held to account for its implementation and progress of the children.

The Principal

It is the responsibility of the Principal to:

- oversee that PSHE and RSE is taught consistently across the school, however, the day-to-day management of this is delegated to Personal Development Lead.

Personal Development Lead

The Personal Development Lead is responsible for:

- ensuring staff are suitably trained to deliver the subjects,
- ensuring that parents are fully informed of this policy,
- managing any requests to withdraw pupils from non-statutory components of RSE.
- overseeing the delivery of the subjects,
- liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive RSE/PSHE education that achieves the aims laid out in this policy,
- ensuring that parents are kept informed about their right to withdraw their children from sex education,
- ensuring that the RSE and PSHE is inclusive and accessible for all pupils,

- monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

Staff

The staff at Longspee Academy are responsible for:

- delivering high-quality and age-appropriate RSE and PSHE sessions,
- delivering a RSE curriculum in line with statutory requirements,
- modelling positive attitudes to RSE and PSHE
- monitoring progress
- using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- responding to the needs of individual pupils
- ensuring they do not express personal views or beliefs when delivering the programme
- responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE
- responding to any safeguarding concerns in line with the child protection and safeguarding policy
- acting in accordance with planning, monitoring and assessment requirements for the subjects

Pupils

There is an expectation that all pupils at Longspee Academy fully engage in statutory RSE and PSHE following the ground rules specified earlier within this policy.

Parents

All parents have access to the RSE and PSHE policy and are invited to feedback directly to the school as part of our consultation process.

The PSHE and RSE policy at Longspee Academy is informed by the guidance:

- Education Act (1996)
- Education Act (2002)
- Equality Act (2010)
- Behaviour and Discipline in Schools (2013)
- Science programmes of study: key stages 1 and 2 (2013)
- SEND code of practice: 0 to 25 years (2014)
- Mental Health and Behaviour in Schools (2014)
- Promoting Fundamental British Values as part of SMSC in schools (2014)
- Sexual violence and sexual harassment between children in schools (2017)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)
- School and college security (2019)

- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (2019)
- Teaching about Relationships, Sex and Health (2021)
- Keeping Children Safe in Education (2021)

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour for Learning Policy
- SEN & Disability Policy
- Equality and Diversity Policy
- Anti-Bullying Policy
- Online Safety Policy

3. Equality

Longspee Academy understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

Provisions under the Equality Act 2010 allow the school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic.

When deciding whether additional support is necessary for pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

The school understands that PSHE and RSE may include topics which are triggers for staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager.

4. Curriculum Design and Teaching Methods

At Longspee Academy, PSHE/RSE is taught weekly through discrete curriculum time. The content of the curriculum, which includes the PSHE, statutory RSE and non-statutory sex education, is set out within Appendix 1.

Through effective organisation and delivery of the subjects, it is ensured that:

- Core knowledge is sectioned into units of manageable size.
- Required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

A range of teaching and learning styles are used to deliver PSHE and RSE. Teaching is pupil-led with an emphasis on multisensory learning & teaching and active learning techniques such as practical tasks, discussion and group work to support our pupils' speech and language needs. The school consults with the local community on matters relating to PSHE to ensure that local issues are covered in lessons and the inclusion of topical issues is also planned for.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs. Lesson plans provide appropriate challenge for pupils and are differentiated based on pupils' needs.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality. At the point we consider it appropriate to teach pupils about sexual relationships, we will ensure that LGBTQ+ content is fully integrated into the curriculum, rather than delivered as a standalone unit or lesson. Staff will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Staff will establish what is appropriate for one-to-one and whole-class settings and alter their teaching of the programme accordingly. Staff will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. Staff will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

5. Assessment

Longspee Academy sets the same high expectations of the quality of pupils' work in PSHE and RSE as it does for other areas of the curriculum. The curriculum has been designed to build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress. Pupils' knowledge and understanding is assessed through class discussions, group learning, written work, and learning journeys that encourage pupils to self-assess their knowledge and understanding of the subject.

6. Special Educational Needs and Disabilities (SEND)

Longspee Academy is committed to making reasonable adjustments to promote accessibility and inclusivity of the curriculum. As with all curriculum subjects, staff consider how a child's additional needs may impact their ability to learn and staff make suitable adaptations to ensure that all children can fully engage in PSHE/RSE lessons.

The curriculum at Longspee Academy and the delivery of this has been selected to be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice. As well as this, an awareness that some pupils are more vulnerable to exploitation and bullying and the importance of PSHE and RSE to those with Special Educational Needs and Disabilities has been taken into consideration in designing the teaching of these subjects.

Longspee Academy recognises the need to tailor content and teaching to meet the specific needs of pupils at different developmental stages and staff ensure that the teaching of PSHE and RSE is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law where needed.

7. Visitors

Longspee Academy values working with external partners as they can enhance the delivery of PSHE and RSE with specialist knowledge and different ways of engaging our pupils. As part of the PSHE and RSE curriculum, outside visitors may be invited to deliver appropriate sessions to pupils.

All visitors are subject to Longspee Academy's Child Protection and Safeguarding policy and the credentials of visiting organisations and any visitors linked to external agencies are always checked. Longspee Academy also ensures that the teaching delivered by visitors complements the planned programme of study, is age appropriate and accessible for pupils.

Longspee Academy ensures that visitors are aware of the Child Protection and Safeguarding policy.

8. Parent/Carer Right to Withdraw from RSE

As sex education is not statutory at primary age, other than what must be taught as part of the science curriculum, parents/carers have the right to withdraw their child from all or part of the sex education curriculum. Parents/carers do not have the right to withdraw their children from relationships or health education.

Requests for withdrawal from non-statutory sex education should be put in writing using the form found in Appendix 2 and addressed to the Personal Development Lead. The Personal Development Lead will automatically grant a parental/carers request to withdraw their child from sex education, other than the content which must be taught as part of the science curriculum. However, the Personal Development Lead may discuss the request with the parent/carers and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Personal Development Lead may also discuss the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil including the social and emotional effects of being excluded.

When a parent/carers wishes to withdraw their child from all or part of the sex education curriculum, Longspee Academy will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

9. Safeguarding, Reports of Abuse and Confidentiality

PSHE and RSE draw upon real-life experiences and it is therefore key that both staff and pupils are protected in these lessons. Many issues covered in PSHE and RSE are of a sensitive nature and a safe and supportive environment is created by the use of the following ground rules;

- Listen to each other (only one person talks at a time)
- Challenge the statement; not the individual making it
- The 'right' not to answer questions
- No personal questions to be asked by pupils or staff
- If giving an example, make it anonymous
- Everyone has a right to their own space
- Everyone has the right to privacy

Due to nature of the topics covered in the PSHE and RSE education programmes, the boundaries around confidentiality are made explicit to all learners, making clear that matters of concern must be reported, and all staff receive regular safeguarding training and updates.

When planning or delivering PSHE and RSE which relates to safeguarding, staff will consult with the DSL, as a DSL can potentially provide knowledge of trusted, high quality, local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons. The knowledge of the DSL will also be drawn upon to provide individuals or groups of children with additional PSHE and RSE sessions as needed.

Lessons within the curriculum reinforce how pupils can raise concerns to staff members or ask further questions, including processes when they have concerns about a friend or peer.

Pupils' questions, when covered by the curriculum, are answered respectfully by staff. If pupils ask questions outside the scope of this policy, staff will respond in an appropriate manner so that pupils do not need to seek answers online.

Appendix 1:

Longspee Academy PSHE and RSE Curriculum Map

Longspee Academy follows the Twinkl Life PSHE scheme of work. Twinkl Life is fully compliant with the 2019 Statutory Guidance on Relationships and Health Education, Mindfulness, and Pupil Voice, and supports positive mental health. It aligns with the PSHE Association Programme of Study and covers Health and Wellbeing, Relationships, and Living in the Wider World.

PSHE is delivered across Key Stage 1 (Year 1–2), Lower Key Stage 2 (Year 3–4) and Upper Key Stage 2 (Year 5–6) through a 2-year rolling curriculum based on Twinkl Life. Pupils are taught in their usual classes, with content delivered according to key stage rather than fixed year groups for all PSHE content.

Relationships and Sex Education (RSE) is the exception and is taught in specific year groups to ensure content is closely matched to pupils' chronological age. RSE topics are drawn from Twinkl Life (e.g. *Growing Up, It's My Body*) and are carefully sequenced and delivered in line with statutory guidance.

All other PSHE content is taught at key stage level and is fully differentiated to meet pupils' developmental and chronological needs.

In addition, pupils receive enrichment lessons linked to current issues and calendar events, e.g. Anti-Bullying Week and Children's Mental Health Week.

The programme of study will cover, but is not exclusive to, the following:

Year A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6 (Year 1)	Term 6 (Year 2)
Key Stage 1 (Years 1 & 2)	T.E.A.M.	Think Positive	Money Matters	Digital Wellbeing	Be Yourself	It's My Body	Growing Up
Topic themes	Listening Being Kind Bullying and Teasing Brilliant Brains Making Good Choices	Think Happy, Feel Happy It's Your Choice Go-Getters Let it Out Be Thankful Be Mindful	Money Keep it Safe Save or Spend Want or Need Keep it Safe Going Shopping	The Internet and Me Online and Offline Staying Safe Online Personal Information	Marvellous Me Feelings Things I Like Uncomfortable Feelings Changes Speak Up	Active and Asleep Happy, Healthy Food Clean as a Whistle Can I Eat It I Can Choose	Our Bodies Is It Okay Pink and Blue Look at Me Now Getting Older Changes

				Communicating Online True or False			
Topic overview	This unit explores the concept of if a team works well together, it can have a positive impact on all of its members and what they can achieve. It aims to enable the children to develop successful collaborative working skills, such as good listening. In this unit, children learn about the importance of being kind to	This unit is designed to build on what the children have already learnt about feelings, both comfortable and uncomfortable and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility	This unit encourages children to think about where money comes from and how it can be used. Children will discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe. They will also learn about the different things on	This unit of learning is designed to encourage children to consider how we can use the Internet in a safe and responsible way. Children will discuss how the Internet can be useful in our everyday lives and how we can balance time online with doing other activities to keep our mind and body healthy. Children will consider what risks there are online and how we can make sure we stay safe,	This unit is inspired by the idea that having confidence to 'be yourself' can have a positive impact on mental health and emotional wellbeing. It aims to enable children to recognise their positive qualities and appreciate their individuality. In this unit, children are encouraged to recognise different emotions and explore different strategies to help them manage any	The It's My Body unit explores choices that children can make about looking after their bodies. The lessons look at key areas where children can make safer choices: their body, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies to	This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies, gender stereotypes and different types of families. They will also learn about respecting their own and others' bodies, keeping their bodies safe and sharing their feelings in

	others, the effects of bullying and teasing what to do about it if they see it happening to others or if it happens to them. They will also think about effective learning skills and how to identify good and not-so-good choices.	for decisions and developing a growth mindset approach to learning.	offer when they go shopping and how we need to identify the difference between the things we want and the things we need.	including how important it is to not share any personal information over the Internet. This unit will also explore the importance of communicating online in a way that shows kindness and respect and discuss whether or not we can believe everything we see on the Internet.	uncomfortable feelings they experience. They will learn about how big life changes impact on feelings and emotions and explore the importance of sharing their thoughts and feelings.	manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.	response to life experiences.
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Year A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6 (Year 3)	Term 6 (Year 4)
Lower Key stage 2 (Years 3 & 4)	T.E.A.M.	Think Positive	Money Matters	Digital Wellbeing	Be Yourself	It's My Body	Growing Up
Topic themes	A New Start Together Everyone	Happy Minds, Happy People	Where Does Money Come From	The Digital World Digital Kindness Do I Know You	Pride Feelings Express Yourself	My Body, My Choice	Human Reproduction

	Achieves More Working Together Being Considerate When Things Go Wrong Responsibilities	Thoughts and Feelings Changes Keep Calm and Relax You're the Boss Always Learning	Ways to Pay Lending and Borrowing Priorities Advertising Keeping Track	Online Information Keep It Private My Digital Wellness	Know Your Mind Media-Wise Making It Right	Fit as a Fiddle Good Night, Good Day Cough, Sputter, Sneeze Drugs Healing or Harmful Choices Everywhere	Changes in Boys Changes in Girls Changes in Emotions Relationships and Families Where Do I Come From
Topic overview	This unit is inspired by the idea that if a class team works well together, it has a positive impact on all of its members and what they can achieve. It aims to enable the children to identify the impact their	This unit is designed to build on what the children have already learnt about feelings, both comfortable and uncomfortable and how our attitude towards life can affect our mental health. The lessons centre around	This unit aims to encourage children to think about where money comes from and how it can be used. Children will discuss how we spend money, why people might need to borrow money and	This unit is designed to build on what the children have already learnt about feelings, both comfortable and uncomfortable and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking	This unit is inspired by the idea that it is important to have confidence to be yourself. It aims to enable children to identify their strengths and achievements as well as help them to recognise different emotions they experience. In this unit, children	This unit, entitled It's My Body, explores the choices children can make about looking after their bodies. The lessons look at making safer choices about their bodies, sleep and exercise, diet,	This topic builds on children's knowledge of the human body; how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies and how male and female bodies play a part in human

	actions have on the team they are working in. In this unit, children learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur. They will also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can	themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning.	the consequences of this. Children will begin to explore how we can prioritise what we spend money on and what choices we have, including environmental considerations of wider spending. Through this unit of learning, children will also consider what influences their spending and how we can keep track of what we spend.	positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning.	will also explore how to express their thoughts and feelings respectfully and how to be assertive when in uncomfortable situations. The children will also have an opportunity to explore the influence of the media in how we view ourselves and analyse the reality of these messages. The unit ends with the children exploring how to make things right when we make mistakes, both in person or online, and the importance of learning from these.	cleanliness and substances. Children will learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.	reproduction. They will also learn about different relationships and family structures.
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	support each other in this.						
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Year A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6 (Year 5)	Term 6 (Year 6)
Upper Key stage 2 (Years 5 & 6)	T.E.A.M.	Think Positive	Money Matters	Digital Wellbeing	Be Yourself	It's My Body	Growing Up
Topic themes	Together Everyone Achieves More Communicate Collaborate Compromise Care Shared Responsibilities	The Cognitive Triangle Thoughts are Not Facts Face Your Feelings Choices and Consequences Being Present Yes I Can	Look After it Critical Consumers Value for Money Budgeting Borrowing and Saving Money in the Wider World	My Digital Life Staying Safe, Healthy and Happy Online Online Relationships Social Media Saying No to Online Bullying Fake News	You Are Unique Let It Out Uncomfortable Feelings The Confidence Trick Do the Right Thing Making Amends	Your Body is Your Own Sleep Well, Be Well Take Care of Our Changing Bodies Harmful Substances How We Think and Feel About Our Bodies	Changing Bodies Emotional Changes Just the Way You Are Relationships Let's Talk About Sex Human Reproduction
Topic overview	This unit entitled TEAM (Together Everyone Achieves More) focuses on the positive qualities of	This unit is designed to help children further develop their understanding	This unit aims to encourage children to think about how money is used in the	This unit is inspired by the idea that it is important to understand and have	This unit is inspired by the idea that we are all individuals and that it is important to 'be	In this unit of work, children will learn about how to take care of their bodies.	This topic builds on children's knowledge of how we grow and change,

	a team, learning how to disagree respectfully and communicate effectively. It looks at the key qualities and skills needed for a team to be successful. The lessons address collaborative learning and teach children how to compromise to ensure a group task is completed successfully. Children will discuss different types and effects of unkind behaviour and explore strategies for helping situations by creating team support networks.	about thoughts and emotions, both positive and negative. The lessons centre around themes such as the links between our thoughts, feelings and emotions, making good choices and mindfulness and applying a growth mindset approach to life.	wider world. In their learning, children will discuss what a financial risk is, why people may take risks with money and some consequences of this. Children will explore how to see the real value of products by being critical consumers and also consider influences that advertisers try to use to encourage people to spend money. Having learnt about ways we can spend money, children will	digital wellbeing. Children will consider ways they can use the Internet positively and how they can look after their wellbeing while being online. Children will learn about potential risks of being online and when using digital technologies as well as strategies to stay safe and to get help. They will also learn about online relationships and what a respectful and	yourself'. It aims to encourage the children to develop a positive view of themselves and enable them to recognise the importance of being proud of their individuality. In this unit, children focus on the importance of recognising situations where they need to make positive choices in order to do the right thing. They also explore how to avoid being led into tricky situations and how to recognise and	This will involve learning about consent and autonomy, learning about body image and stereotypes and learning about substances which are harmful to our bodies. Children will also learn about the importance of sleep, exercise and hygiene. Lessons will explore the things that influence the way people think about	both physically and emotionally, and the types of relationships that people have. Children will learn about sexual relationships and sexually transmitted diseases. They will also learn about positive body images and stereotypes.
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	The unit ends by addressing the importance of caring for team members and the shared responsibilities a team has.		also learn about budgeting and will discuss how people may choose or need to prioritise spending. Throughout the unit, children will have opportunity to discuss what impact money can have on people's emotional wellbeing. They will consider the emotions that can be experienced around money and discuss the fact that people cannot always afford what they want or what they	healthy online relationship looks like, as well as signs of an inappropriate online relationship and ways to get help. The benefits and risk of social media will also be explored, as well as how social media can be used responsibly. Children will also learn how to recognise what online bullying looks like and how to help make it stop. Finally, the concept of 'fake news' will be explored	respond to peer pressure. The unit will also look at how to be confident and how to manage uncomfortable feelings. The unit ends by helping the children to investigate how to make things right when they make a mistake.	their bodies, where different pressures can come from and how these pressures can be resisted. Throughout the unit, children will be encouraged to consider the choices they have, healthy habits that can benefit us all and how to seek support should they need to.	
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			need as well as the impact this may have on emotional wellbeing. They will also explore the impact of spending on the environment by discussing how earning and spending can contribute to society (through the payment of tax) and also the decisions people may choose to make around ethical spending by discussing issues like fair trade, single-use plastics and recycling.	with children learning how to be able to tell if something online is reliable or not and what they can do to stop the spreading of unreliable information.			
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Year B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6 (Year 1)	Term 6 (Year 2)
Key Stage 1 (Years 1 & 2)	Respecting Rights	Aiming High	Safety First	Diverse Britain	VIPs	It's My Body	Growing Up
Topic themes	Rights Protecting Our Rights Respecting Others Everybody's Different Is It Fair Taking Part	Star Qualities Positive Learners Bright Futures Jobs for All Going for Goals Looking Forward	Keeping Safe Staying Safe at Home Staying Safe Outside Water and Rail Safety The Underwear Rule People Who Can Help	My School My Community My Neighbourhood My Country British People What Makes Me Proud of Britain	Who Are Your VIPs Families Friends Falling Out Working Together Showing You Care	Active and Asleep Happy, Healthy Food Clean as a Whistle Can I Eat It I Can Choose	Our Bodies Is It Okay Pink and Blue Look at Me Now Getting Older Changes
Topic overview	This unit is based on the concept that we should all be rights-respecting citizens in our communities. It is inspired by the fact that all people have rights that are shared	In this unit of work, children will learn about having high aspirations. They will start by discussing positive views of themselves and will then identify how	In this unit of work, children will learn about everyday dangers, in the home and outside, and how they can keep themselves safe. Children	This unit is inspired by the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the	This unit explores the Very Important Persons (VIPs) in children's lives and the ways in which they can develop positive relationships	The It's My Body unit explores choices that children can make about looking after their bodies. The lessons look at key areas where	This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about

	and that it is important for us all to respect these rights. It aims to enable the children to explore the concepts of difference and fairness and encourages them to reflect on how we should behave towards those who are different from us and why it is important to be fair. In this unit, children also learn about who helps us to protect our rights and what we can do if we don't feel safe. They will also reflect on how they can take part in the school community and	having a positive learning attitude can help them tackle and achieve new learning challenges and improve learning outcomes. Opportunities will also be provided for children to share aspirations for the future, with regard to employment and personal goals. Through this learning, different jobs and roles will be considered. In doing this, some of the	will also learn rules to keep themselves safe around strangers, both in real life and online. They will be taught about The Underwear Rule, which includes information about appropriate and inappropriate touching and knowing that what is inside their underwear is private. Children will also learn about people who help them and how to get help when	children to identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.	with them. It enables children to identify who the special people in their life are and what makes someone a special person. Children are also encouraged to explore why families and friendships are important and to understand that although these units are different for everyone, there are things they can do to resolve differences and build healthy and positive	children can make safer choices: their body, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.	their own and others' bodies, gender stereotypes and different types of families. They will also learn about respecting their own and others' bodies, keeping their bodies safe and sharing their feelings in response to life experiences.
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	why it is good to do what we can to make a positive difference.	difficulties faced by stereotyping will be explored. Children will also have the opportunity to discuss what they are looking forward to about their learning next year.	needed, as well as their growing responsibility for their own safety.		relationships within them. This unit also teaches children the importance of cooperation and how to show the special people in their lives that they care, as well as the positive impact of doing this.		
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Year B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6 (Year 3)	Term 6 (Year 4)
Lower Key Stage 2 (Years 3 & 4)	Respecting Rights	Aiming High	Safety First	Diverse Britain	VIPs	It's My Body	Growing Up
Topic themes	Rights Are All Rights Equal Rules Rights Without Responsibilities Respect Are We So Different	Achievements Goals Always Learning Jobs and Skills No Limit When I Grow Up	New Responsibilities Risks, Hazards and Danger Under Pressure Road Safety Dangerous Substances Water and Rail Safety	Living in Britain Democracy Rules, Laws and Responsibilities Liberty Tolerance and Respect What does it Mean to be British	Making Friends Staying Friends Is This a Good Friend Falling Out Bullying Anti-Bullying	My Body, My Choice Fit as a Fiddle Good Night, Good Day Cough, Sputter, Sneeze Drugs Healing or Harmful Choices Everywhere	Human Reproduction Changes in Boys Changes in Girls Changes in Emotions Relationships and Families Where Do I Come From
Topic overview	This unit is based on the concept that living as rights-respecting citizens is important. It is inspired by human rights	In this unit of work, children will focus on goals and aspirations. They will start by discussing achievements	In this unit of work, children will consider what it means to take responsibility for their own safety. This will include	This unit is inspired by the idea that we live in a diverse, multicultural and democratic society and that this is important	This unit is designed to build on what the children have already learnt about feelings, both comfortable	This unit, entitled It's My Body, explores the choices children can make about looking after	This topic builds on children's knowledge of the human body; how we grow and change, both

	being shared by all people – no matter who they are or where they are from – and that these rights are there to protect all people, enabling them to live happy, safe, healthy and fulfilling lives. This unit helps children to understand that no one should take away their rights. It also helps children to explore the ideas of equality and discrimination and the consequences of both. In this unit, children learn about how they can make choices and take actions that respect the	they have accomplished so far and the type of attitude that helps us to succeed. Children will identify ways of applying a growth mindset to new challenges and learn about the importance of resilience. Opportunities will also be provided for children to share aspirations for their future employment and personal goals and through this learning, they will consider different jobs	the decisions they make and how they can stand up to peer pressure in a range of situations. They will learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations. They will also learn about road, water and rail safety and dangerous substances: drugs (including medicines), cigarettes and alcohol. Children will look at first aid, exploring how to deal with common injuries	and brings many benefits. It aims to enable the children to identify that they should be respectful of difference. In this unit, children learn about British people, rules, the law, liberty and what living in a democracy means. They also learn about the importance of being tolerant of differences within their society.	and uncomfortable and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning.	their bodies. The lessons look at making safer choices about their bodies, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged	physically and emotionally. Children will learn about their own and others' bodies and how male and female bodies play a part in human reproduction. They will also learn about different relationships and family structures.
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	rights of others and challenge stereotypes. They will also learn about rules – why we have them and how they help us.	and careers. In doing this, we will explore some of the difficulties faced by stereotyping. Children will also have the opportunity to think about the specific skills they might wish to develop in order to achieve their short, mid and long-term goals.	and what to do to respond to emergency situations.			to get help from trusted adults when necessary.	
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Year B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6 (Year 3)	Term 6 (Year 4)
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Lower Key Stage 2 (Years 3 & 4)	Respecting Rights	Aiming High	Safety First	Diverse Britain	VIPs	It's My Body	Growing Up
Topic themes	Rights Are All Rights Equal Rules Rights Without Responsibilities Respect Are We So Different	Achievements Goals Always Learning Jobs and Skills No Limit When I Grow Up	New Responsibilities Risks, Hazards and Danger Under Pressure Road Safety Dangerous Substances Water and Rail Safety	Living in Britain Democracy Rules, Laws and Responsibilities Liberty Tolerance and Respect What does it Mean to be British	Making Friends Staying Friends Is This a Good Friend Falling Out Bullying Anti-Bullying	My Body, My Choice Fit as a Fiddle Good Night, Good Day Cough, Sputter, Sneeze Drugs Healing or Harmful Choices Everywhere	Human Reproduction Changes in Boys Changes in Girls Changes in Emotions Relationships and Families Where Do I Come From
Topic overview	This unit is based on the concept that living as rights-respecting citizens is important. It is inspired by human rights being shared by all people – no	In this unit of work, children will focus on goals and aspirations. They will start by discussing achievements they have accomplished	In this unit of work, children will consider what it means to take responsibility for their own safety. This will include the decisions they make and	This unit is inspired by the idea that we live in a diverse, multicultural and democratic society and that this is important and brings many benefits. It	This unit is designed to build on what the children have already learnt about feelings, both comfortable and uncomfortable	This unit, entitled It's My Body, explores the choices children can make about looking after their bodies. The lessons	This topic builds on children's knowledge of the human body; how we grow and change, both physically and emotionally. Children will

	matter who they are or where they are from – and that these rights are there to protect all people, enabling them to live happy, safe, healthy and fulfilling lives. This unit helps children to understand that no one should take away their rights. It also helps children to explore the ideas of equality and discrimination and the consequences of both. In this unit, children learn about how they can make choices and take actions that respect the rights of others and challenge	so far and the type of attitude that helps us to succeed. Children will identify ways of applying a growth mindset to new challenges and learn about the importance of resilience. Opportunities will also be provided for children to share aspirations for their future employment and personal goals and through this learning, they will consider different jobs and careers. In doing this, we	how they can stand up to peer pressure in a range of situations. They will learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations. They will also learn about road, water and rail safety and dangerous substances: drugs (including medicines), cigarettes and alcohol. Children will look at first aid, exploring how to deal with common injuries and what to do to respond to	aims to enable the children to identify that they should be respectful of difference. In this unit, children learn about British people, rules, the law, liberty and what living in a democracy means. They also learn about the importance of being tolerant of differences within their society.	and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning.	look at making safer choices about their bodies, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted	learn about their own and others' bodies and how male and female bodies play a part in human reproduction. They will also learn about different relationships and family structures.
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	stereotypes. They will also learn about rules – why we have them and how they help us.	will explore some of the difficulties faced by stereotyping. Children will also have the opportunity to think about the specific skills they might wish to develop in order to achieve their short, mid and long-term goals.	emergency situations.			adults when necessary.	
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Year B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6 (Year 3)	Term 6 (Year 4)
Lower Key Stage 2 (Years 3 & 4)	Respecting Rights	Aiming High	Safety First	Diverse Britain	VIPs	It's My Body	Growing Up
Topic themes	Rights Are All Rights Equal Rules	Achievements Goals Always Learning	New Responsibilities Risks, Hazards and Danger	Living in Britain Democracy Rules, Laws and Responsibilities	Making Friends Staying Friends	My Body, My Choice Fit as a Fiddle	Human Reproduction Changes in Boys

	Rights Without Responsibilities Respect Are We So Different	Jobs and Skills No Limit When I Grow Up	Under Pressure Road Safety Dangerous Substances Water and Rail Safety	Liberty Tolerance and Respect What does it Mean to be British	Is This a Good Friend Falling Out Bullying Anti-Bullying	Good Night, Good Day Cough, Sputter, Sneeze Drugs Healing or Harmful Choices Everywhere	Changes in Girls Changes in Emotions Relationships and Families Where Do I Come From
Topic overview	This unit is based on the concept that living as rights-respecting citizens is important. It is inspired by human rights being shared by all people – no matter who they are or where they are from – and that these rights are there to protect all people, enabling them to live happy, safe, healthy and	In this unit of work, children will focus on goals and aspirations. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us to succeed. Children will identify ways of applying a growth mindset to new	In this unit of work, children will consider what it means to take responsibility for their own safety. This will include the decisions they make and how they can stand up to peer pressure in a range of situations. They will learn about everyday risks, hazards and dangers and	This unit is inspired by the idea that we live in a diverse, multicultural and democratic society and that this is important and brings many benefits. It aims to enable the children to identify that they should be respectful of difference. In this unit, children learn about British people,	This unit is designed to build on what the children have already learnt about feelings, both comfortable and uncomfortable and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking	This unit, entitled It's My Body, explores the choices children can make about looking after their bodies. The lessons look at making safer choices about their bodies, sleep and exercise, diet, cleanliness and	This topic builds on children's knowledge of the human body; how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies and how male and female bodies play a part in human reproduction.

	fulfilling lives. This unit helps children to understand that no one should take away their rights. It also helps children to explore the ideas of equality and discrimination and the consequences of both. In this unit, children learn about how they can make choices and take actions that respect the rights of others and challenge stereotypes. They will also learn about rules – why we have them and how they help us.	challenges and learn about the importance of resilience. Opportunities will also be provided for children to share aspirations for their future employment and personal goals and through this learning, they will consider different jobs and careers. In doing this, we will explore some of the difficulties faced by stereotyping. Children will also have the opportunity to think about the	what to do in risky or dangerous situations. They will also learn about road, water and rail safety and dangerous substances: drugs (including medicines), cigarettes and alcohol. Children will look at first aid, exploring how to deal with common injuries and what to do to respond to emergency situations.	rules, the law, liberty and what living in a democracy means. They also learn about the importance of being tolerant of differences within their society.	positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning.	substances. Children will learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.	They will also learn about different relationships and family structures.
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		specific skills they might wish to develop in order to achieve their short, mid and long-term goals.					
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Year B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6 (Year 5)	Term 6 (Year 6)
Upper Key Stage 2 (Years 5 & 6)	Respecting Rights	Aiming High	Safety First	Diverse Britain	VIPs	It's My Body	Growing Up
Topic themes	Know Your Rights Do Rights Apply to Everyone Are Everyone's Rights Met Are You Rights Respecting Do Human Rights Change Human Rights Heroes	You Can Do Anything Breaking Down Barriers Future Focus Equal Opportunities Innovation and Enterprise Onwards and Upwards	Are You Responsible What Are the Risks Making Your Mind Up In an Emergency Keep IT Safe Click Safe, Click Happy	Identities Communities Respecting the Law Local Government National Government Making a Difference	Family and Friends Think Before You Act It's Okay to Disagree You Decide Secrets False Friends	Your Body is Your Own Sleep Well, Be Well Take Care of Our Changing Bodies Harmful Substances How We Think and Feel About Our Bodies	Changing Bodies Emotional Changes Just the Way You Are You Are Relationships Let's Talk About Sex Human Reproduction

Topic overview	This unit is based on the concept that we can all make choices to live as rights-respecting citizens. It is inspired by human rights being shared by all people – no matter who they are or where they are from – and that these rights are there to protect all people, enabling them to live happy, safe and healthy lives. This unit helps children to understand that no one can take away their rights. It also aims to help children explore the ideas of equality and	In this unit of work, children will focus on achievements, aspirations and opportunities. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us succeed. They will also learn about their own personal preferred learning styles, to understand how they learn best. Children will look at challenges people face and barriers to success, then think about	In this unit of work, children will consider what it means to take responsibility for their own safety, including the decisions they make and how they can stand up to peer pressure in a range of situations. They will assess the risk associated with different situations and learn about what to do if they feel in danger. They will also learn about how to identify an	This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. It aims to enable the children to identify how they can make a positive contribution to the community. In this unit, children learn about the law and the consequences of not respecting it. They will also learn about the workings of local and national	This unit entitled VIPs (Very Important Persons) will focus on relationships. Children will identify who their VIPs are within their families and friendship groups and how important kindness and respect are within these relationships. The unit addresses conflicts and resolutions in relationships. The children will also look at the secrets and dares as	In this unit of work, children will learn about how to take care of their bodies. This will involve learning about consent and autonomy, learning about body image and stereotypes and learning about substances which are harmful to our bodies. Children will also learn about the importance of sleep, exercise and hygiene. Lessons will	This topic builds on children's knowledge of how we grow and change, both physically and emotionally, and the types of relationships that people have. Children will learn about sexual relationships and sexually transmitted diseases. They will also learn about positive body images and stereotypes.
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	discrimination and the consequences of both. In this unit, children learn about how they can make choices and take actions that respect the rights of others. They will also learn about human rights activists and how they work to make the world a better place.	strategies we can use to overcome such obstacles. They will identify opportunities that are available to them now and those which may be available to them in the future. Stereotypes in the world of work will be addressed, as children are encouraged to consider jobs they would like to do and the skills needed to do those jobs. The children will also have the opportunity to reflect on	emergency, what to do in this situation and how to get help when needed. Children will look at hazards, dangers and risks, both inside the home and outdoors, and they will identify strategies for safe use of roads, railways, water and fireworks.	government and the role of charities and voluntary groups in British society.	well as healthy and unhealthy relationships.	explore the things that influence the way people think about their bodies, where different pressures can come from and how these pressures can be resisted. Throughout the unit, children will be encouraged to consider the choices they have, healthy habits that can benefit us all and how to seek support should they need to.	
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		their personal goals and ambitions.						
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Appendix 2:

SoSAFE! Curriculum Coverage

Longspee acknowledge the importance to educate our pupils about relationships and social safety. The SoSAFE! Programme is a visual teaching tool which enables learners to develop their abilities in managing and communicating about their relationships. The program covers all degrees of interaction; from a student's expectations of strangers, to the intricacies of an intimate relationship.

[illegible]

Block 2	Miss you/like & like a lot	Miss you/like & like a lot	Miss you/like & like a lot	Miss you/like & like a lot	Miss you/like & like a lot	Miss you/like & like a lot	Miss you/like & like a lot
	Private talk	Private talk	Private talk	Private talk	Private talk	Private talk	Private talk
	People I know & people I don't know	People I know & people I don't know	People I know & people I don't know	People I know & people I don't know	People I know & people I don't know	People I know & people I don't know	People I know & people I don't know
	Physical touch: holding hands, hug & special hugs, cuddle, cheek kiss, family love	Physical touch: holding hands, hug & special hugs, cuddle, cheek kiss, family love	Physical touch: holding hands, hug & special hugs, cuddle, cheek kiss, family love	Physical touch: holding hands, hug & special hugs, cuddle, cheek kiss, family love	Physical touch: holding hands, hug & special hugs, cuddle, cheek kiss, family love	Physical touch: holding hands, hug & special hugs, cuddle, cheek kiss, family love	Physical touch: holding hands, hug & special hugs, cuddle, cheek kiss, family love, sexy kiss
Block 3	Friends	Friends	Friends	Friends	Friends	Friends	Friends
	Other People I know and don't know	Other People I know and don't know	Other People I know and don't know	Other People I know and don't know	Other People I know and don't know	Other People I know and don't know	Other People I know and don't know
Block 4	Close friend	Close friend	Close friend	Close friend	Close friend	Close friend	Close friend
	Boy/girlfriend	Boy/girlfriend	Boy/girlfriend	Boy/girlfriend	Boy/girlfriend	Boy/girlfriend	Boy/girlfriend
						Partner	Partner
						Intercourse & sex touch	Intercourse & sex touch
Block 5	Steps to relationships – meet, friend, close friend, boyfriend/girlfriend	Steps to relationships – meet, friend, close friend, boyfriend/girlfriend	Steps to relationships – meet, friend, close friend, boyfriend/girlfriend	Steps to relationships – meet, friend, close friend, boyfriend/girlfriend	Steps to relationships – meet, friend, close friend, boyfriend/girlfriend	Steps to relationships – meet, friend, close friend, boyfriend/girlfriend, partner	Steps to relationships – meet, friend, close friend, boyfriend/girlfriend, partner

Appendix 3:**Parent/carer form: withdrawal from non-statutory sex education within RSE**

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			
Personal Development Lead signature			
Date			