



WREN'S NEST PRIMARY SCHOOL

School Key Policy 2024-2025

Relationship and Sex Education (RSE) Policy

September 2024

Document to be read in conjunction with ***other key school policies (listed within document)***



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"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly including online. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

Secretary of State, 2019

Government response to RSE



Department
for Education

1. Aims

At Wren's Nest Primary School, we have a commitment to ensure that our RSE curriculum is relevant to all children and is taught in a way that is age-related and appropriate. This is evident in the whole school ethos regarding developing children holistically for the next stages of their lives. We want each child to develop self-respect and to respect the opinions, feelings and possessions of others. We want children to develop respect and tolerance for others within the community that they live and the wider world.

To embrace the challenges of creating a happy and successful adult life, children at Wren's Nest Primary school need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Children can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.

At Wren's Nest Primary School, we also promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

The aims of relationships and sex education (RSE) at Wren's Nest are to:

- Provide a safe environment where sensitive discussions can take place
- Prepare pupils for puberty, and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

RSE will be taught alongside Personal, Social, Health and Education (PSHE). At Wren's Nest Primary School we see PSHE as being at the centre of all that we do. Through our curriculum, our school environment and our school ethos, we promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

As well as PSHE, online safety is paramount at Wren's Nest Primary School. This is taught through weekly computing lessons and whole school assemblies. We develop our children's understanding about how to stay safe and how to behave online. We also teach them what to do if they do not feel safe online. This is reinforced during Internet Safety Week each year, as well as through the pastoral ethos of the school including the specific work of the Learning Mentor and Safeguarding Team.

2. Statutory requirements

As a maintained primary school Wren's Nest Primary School must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum (see Section 5 - Curriculum).

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

At Wren's Nest Primary School we teach RSE as set out in this policy.

3. Policy development

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

1. Review - a member of staff pulled together all relevant information including relevant national guidance.
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation - parents and any interested parties were informed about the policy and invited to meet with the Headteacher to discuss its development.
4. Pupil consultation - we investigated what children want from their RSE learning at Wren's Nest - a tailored, needs-led approach.
5. Ratification - once amendments were made, the policy was shared with the Full Governing Body and ratified.

4. Definition

RSE is about the emotional, social and cultural development of children, and involves learning about relationships, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values.

At Wren's Nest Primary School, RSE involves learning about relationships including:

- family relationships,
- friendships and online relationships,
- preparing children in Year 5 and 6 for the changes that adolescence brings.

5. Curriculum

Wren's Nest Primary School RSE curriculum is set out as per Appendix 1 and 2 but we will reflect upon our teaching and learning and adapt it when necessary.

At Wren's Nest we have developed and tailored this element of the RSE curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of children. If children ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner so they are fully informed and don't seek answers online. They will be supported by the pastoral team, Learning Mentor and Safeguarding Team and SLT where necessary.

As part of our health education, Year 5 and 6 will focus on preparing boys and girls for the changes that adolescence brings, with a focus on puberty. Support from the School Nurse is received to deliver teaching and answer questions about hygiene and puberty (Y5 and 6) and human reproduction (Y6 only). For more detail about this, please see our Sex Education statement.

From the National Curriculum for Science, pupils in **Key Stage 1** should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults

From the National Curriculum for Science, pupils in **Key Stage 2** should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

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

6. Delivery of RSE

At Wren's Nest Primary School, RSE is taught within the Personal, Social and Health education (PSHE) curriculum. At the start of each session a group agreement is shared:



We all have the right to feel safe all the time

Kind hands are good for us all

We can talk to someone about anything

Even if it be awful or small.

Dot.Com PSHE agreement (see PSHE policy)

RSE may also be included into other lessons at Wren's Nest. Biological aspects of RSE are taught within the science curriculum (see Section 5 - Curriculum), and other aspects are included in Religious Education (RE) and Computing (Online safety). It is also interwoven into whole school assemblies throughout the year, for example Anti-bullying week, Families, Behaviour Book award assemblies and Black History Month.

Staff at Wren's Nest Primary School understand that children will have different stages of experience and knowledge. They will make the classroom a safe environment where children are not judged and positive participation is encouraged.

Open discussions can lead to an increase in teachers recognising safeguarding concerns. At Wren's Nest Primary School, safeguarding is everyone's responsibility. If staff feel they need to report a

safeguarding concern, they should follow the procedures as set out in the Wren's Nest Primary School Child Protection and Safeguarding Policy.

At Wren's Nest, our primary focus is **Relationships education**. This is because of the knowledge held by the school which highlights the relationships children have direct experience with can be extremely fragile, and most children will have experienced an Adverse Childhood Experience (ACEs) during their early life. We focus on teaching the fundamental building blocks and characteristics of positive relationships including:

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

For more information about these key sections of our RSE curriculum, see Appendices 1 and 2.

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

For children who have Special Educational Needs or Disabilities (SEND) lessons will be differentiated at Wren's Nest to accommodate their needs.

Protective Characteristics

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation. Everyone in Britain is protected. The Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine Protected Characteristics:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Marriage or civil partnership
- Sex
- Sexual orientation
- Pregnancy and maternity

At Wren's Nest we are promoting the Protective Characteristics with an ethos of:

'We work to ensure that our children understand that:

There are no outsiders at Wren's Nest

Everyone is different

We celebrate our differences

We are all equal in our differences'

With this in mind, we will be using a range of age-appropriate books over the course of the year to encourage positive and guided discussion of the protected characteristics. At Wren's Nest Primary School, we strive to create an environment where children can share their opinions and ask questions. (See appendix 6 for the books we will use.)

7. Roles and responsibilities

7.1 The Full Governing Body (FGB)

The FGB will approve the RSE policy and hold the Head Teacher to account for its implementation.

The FGB will hold the Head Teacher to account for the implementation of this policy.

The FGB has delegated the approval of this policy to the Personnel and Curriculum and Standards committee.

7.2 The Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8 and Appendix 5).

7.3 Staff

Staff at Wren's Nest are responsible for:

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

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

Those responsible for leading RSE at Wren's Nest Primary School are:

- Sarah Abbiss- Curriculum Lead including curriculum responsibility for PSHE
- Stephen Butler - Online Learning Lead, curriculum responsibility (online safety included)

Those responsible for teaching RSE at Wren's Nest Primary School are:

- All teachers with a class responsibility
- HLTAs who teach/cover classes
- SLT including the Headteacher and Deputy Headteacher through assemblies, videos and newsletters.

7.4 Children

Children at Wren's Nest are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Teachers will monitor this during discussions and address any issues that may arise sensitively.

8. Parents' right to withdraw

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. At Wren's Nest Primary School, in Year 5 and 6 we will prepare children for puberty, and give them a simple understanding of appropriate, age-related body development. We will also explain the importance of health and hygiene. This is also supported by focused work carried out by the Learning Mentor and Safeguarding Team. This can be at the request of parents or if school feels a child needs additional support. The parent/carer will be fully involved in the process.

Requests for withdrawal should be put in writing using the form found in Appendix 5 of this policy and addressed to the Headteacher. The Headteacher will discuss this request with the parent/carer.

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

9. Training

Staff at Wren's Nest are trained on the delivery of RSE as part of INSET days as well as it being included in our continuing professional development calendar. The teacher responsible for RSE received training from 'Brook'. This will be cascaded down to the staff through whole school training.

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

At Wren's Nest, the school community nursing team (Rebecca Edwards) and drama company (Loudmouth) support the staff in the delivery of this curriculum.

10. Monitoring arrangements

The delivery of RSE is monitored by the teacher responsible for RSE through:

- Staff meetings
- Feedback from staff
- 'Drop-in' sessions into lessons
- Feedback from children, staff and parents
- Annotated lesson notes/planning

Children's development in RSE is monitored by class teachers as part of our internal assessment systems including behaviour reviews, Learning Mentor meetings, progress reviews and in EYFS using Development Matters.

This policy will be reviewed by the teacher responsible for RSE, annually. At every review, the policy will be approved by the FGB, Chair of Governors and Head Teacher.

11. Additional documents

Other documents to be read alongside this policy:

- Wren's Nest Child Protection and Safeguarding Policy
- Wren's Nest Anti-Bullying Policy
- Wren's Nest PSHE Policy
- Dot.Com Values and Violence Programme - PSHE
- Relationships Education Guidance

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

- Government response to RSE and Health education in England

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/780768/Government_Response_to_RSE_Consultation.pdf

- PSHE association - guidance on teaching RSHE
<https://pshe-association.org.uk/guidance/ks1-4/statutory-rshe>
- Teaching online safety in school. Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects - June 2019
- OFSTED review of sexual abuse in schools and colleges - June 2021







This policy will be regularly reported to the Curriculum and Standards committee by the teacher responsible for RSE.

Date: September 2024

Review date: September 2025



RSE at Wren's Nest Primary School

<p>RSE at Wren's Nest is relevant to all children and is taught in a way that is age-related and appropriate. We want each child to develop self-respect and to respect the opinions, feelings and possessions of others. We want children to develop respect and tolerance for others within the community that they live and the wider world. RSE will be taught alongside Personal, Social, Health and Education (PSHE). At Wren's Nest Primary School we see PSHE as being at the centre of all that we do. Through our curriculum, our school environment and our school ethos, we promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.</p>	 <p>Big Ideas</p> <ul style="list-style-type: none"> ✓ Communication ✓ Investigation ✓ Questioning ✓ Families and people who care for me ✓ Caring relationships ✓ Respectful relationships ✓ Online relationships ✓ Being safe 	 <p>Content and Sequencing</p> <ul style="list-style-type: none"> ✓ EYFS – Children learn to make friendships. They work in Key Worker groups to build trusting relationships with an adult. They take part in listening games using 'Lola the Listening Leopard' to encourage all children to be heard. Respectful relationships are built during Key Worker time and curriculum lessons through learning the rules of the setting and mutual respect between adults and children. ✓ Years 1 and 2 – Children continue to build friendships in a larger class size for the first time. They learn about families through the study of houses and homes and about caring relationships through the Dot.Com programme of study. They begin to learn about being safe and the 'uh-oh' feeling when they are not safe. Children learn about online safety using a tablet (iPad). ✓ Years 3 and 4 – Children deepen their knowledge of friendships, relationships and different family dynamics through the Dot.Com programme and RE. They learn about the importance of family for stability through learning about WWII and evacuation. The importance of online safety and being safe is deepened as the children begin to have their own laptops and tablets at home. ✓ Years 5 and 6 – Children independently use technology to log on and use Chromebooks. They are taught about how to protect themselves online in an ever-increasing online world. They discuss and question family values and the value of friendship. Learning Mentors provide a safe space for children to discuss worries and needs, especially as the children approach puberty. They learn to work through disagreements in a safe environment with adult support and guidance. This prepares the children for their next stage in education as they move on to High School. 	
 <p>Cross curricular links</p> <ul style="list-style-type: none"> ✓ Direct links with: <ul style="list-style-type: none"> ○ PSHE ○ British Values ○ Religious Education ○ Computing ○ History ○ English ○ Enrichment activities e.g. a visit to a religious building. ✓ Wren's Nest Schema Webs of Food, Fashion and Technology. 	 <p>Retrieval</p> <ul style="list-style-type: none"> ✓ Big Questions ✓ Debates ✓ Quizzes ✓ Tasks and activities ✓ University challenge ✓ Schemas ✓ Wow Days ✓ Assemblies 	 <p>Progress</p> <ul style="list-style-type: none"> ✓ Low-stake quizzes ✓ Hinge Questions ✓ Pre-Topic Mind Maps ✓ End of unit challenges ✓ Formative assessments ✓ Children's books ✓ Content mapping of the skills and knowledge of the curriculum 	 <p>Support</p> <ul style="list-style-type: none"> ✓ Inclusion for all children. ✓ Learning Mentor Team ✓ Children in provision sets to access strength lessons in year groups ✓ Groups across school ✓ Adult support in the classrooms ✓ Collaborative work with North Dudley Schools ✓ CPD for staff ✓ High quality resources

Appendix 2: Wren's Nest Primary School Curriculum map

Relationships and Sex Education curriculum map



Strand/Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Families and people who care for me:</p> <p>Pupils should know:</p> <p>a) that families are important for children growing up because they can give love, security and stability.</p> <p>b) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family</p>	<p>a) Everyday Key Worker time. Celebrations e.g. Father's Day, Mother's Day, Birthdays. WOW moments.</p> <p>b) Key Worker groups (Smaller than a class). Sharing achievements. Learning Journey's. Open Door policy - daily conversations. Parents' meetings.</p> <p>c) Topic times - all about me, similarities/differences. Celebrations - e.g. Diwali. Enhanced</p>	<p>a) Dot.Com - People/family who I love lesson. Houses and Homes - People who care for me. Mother's Day and Father's Day.</p> <p>b) Water safety, sun safety, road safety.</p> <p>c) Dot.com - People/family who I love lesson. During Transition work. Mother's Day and</p>	<p>a) Science - animals including humans. Discuss wants and needs. Life cycle lesson and how living things change as they grow. PSHE - belonging. Who helps us, my family. RE - sense of belonging when studying Islam.</p> <p>b) Geography, seaside safety, RNLI and Sun</p>	<p>a) Feeling safe lesson - Dot.Com. In an emergency, who can we call - Dot.com lesson.</p> <p>b) Secrets and surprises - Dot.com lesson.</p> <p>c) Dot.com lessons: Living together, being different, Families and friends. R.E. lessons and Inspire days that cover special occasions e.g. Mother's Day, Father's Day, Christmas, Easter, Diwali ,</p>	<p>a) WWII Evacuation - leaving family and being in the care of people they don't know. Unit 1 Lit and Lang: "Lost or stolen". Dot.Com PSHE lesson 18 "What is Love?"</p> <p>b) Dot.Com PSHE lesson 18 "What is Love?" Unit 1 Lit and Lang: "Lost or stolen".</p> <p>c) Unit 1 Lit and Lang: "Lost or stolen". Dot.Com PSHE lesson</p>	<p>a) "Family Values" - draw/write family values which are positive. ERIC - Class readers e.g. Wonder and Caterpillar Summer - discussions on family values and growing up. Lit and Lang unit 6 - discuss family life and working through disagreements in a safe environment.</p> <p>b) Dot.Com Family Values</p>	<p>a) Wedding Lesson - is anything eternal? Feelings when family members die.</p> <p>b) Science - Evolution Characteristics and family inheritance. PSHE lesson "Values that help us live together".</p> <p>c) Wedding Lesson - is anything eternal? Feelings when family members die. PSHE lesson "Values that</p>

<p>members, the importance of spending time together and sharing each other's lives.</p> <p>c) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>d) that stable, caring relationships, which may be of different types, are at</p>	<p>provisions. Exposure to conversations about varied family experiences. Weekend News.</p> <p>d) Key Worker time. Stories - showing the different families. All About Me.</p> <p>e) Assemblies. Royal weddings celebrated.</p> <p>f) General day-to-day teaching - rules and routines of the setting. Intervention groups.</p>	<p>Father's Day.</p> <p>d) Dot.Com lesson - I feel loved when...</p> <p>Stories linked to Dot.Com lessons to enhance children's learning.</p>	<p>Safety PSHE - belonging. Who helps us, my family.</p> <p>c) Circle time - community and whole class discussions. RE - when leaning about traditions, celebrations, discussing other religions e.g. Judaism, Islam and British Values.</p> <p>d)</p> <p>e)</p> <p>f) PSHE - Circle time and the classroom ethos. RE - sense of belonging.</p>	<p>Ramadan. Assemblies that cover celebrations and special occasions.</p> <p>d) Dot.com lessons - Why do people hide their feelings? Being different. Dot's network, her helping hand (PSHE values and principles).</p> <p>e) Dot.com PSHE lesson - Living together. R.E. - other cultures, arranged marriages.</p> <p>f) Dot.Com PSHE lessons - feelings, why do we have feelings all the time? How do we show our feelings?</p>	<p>3</p> <p>"Understanding other people's spiritual, moral and cultural experiences. Lesson 21 "Living Together"</p> <p>d) Unit 1 Lit and Lang: "Lost or stolen".</p> <p>e) R.E. Judaism and Commitment to God.</p> <p>f) Unit 1 Lit and Lang: "Lost or stolen".</p>	<p>"Draw and write how a family might behave with no positive values. Lit and Lang unit 6 - discuss family life and working through disagreements in a safe environment.</p> <p>c) Cracking Comprehension - Oranges in no man's land and others - Discuss families in different parts of the world/ time periods.</p> <p>d) Dot.Com "Rights for every child" - My rights/My responsibilities</p>	<p>help us live together".</p> <p>e) Wedding Lesson - is anything eternal? Feelings when family members die.</p> <p>f) PSHE lesson "Values that help us live together".</p> <p>a-f covered by Monday/Friday assemblies. Also discussed during reflection times during the day (ERIC time, end of the day); discussed during shared texts when relevant. Learning Mentor work with individuals - directed work when issues arise.</p>
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<p>the heart of happy families, and are important for children's security as they grow up.</p> <p>e) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>f) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>				<p>a-f also covered by Learning Mentor Team, Class Mentors and teaching staff, including support staff.</p>		<p>es - right to be safe.</p> <p>e) R.E. Sikhism - Discuss arranged marriage, comparing marriage/ commitments across cultures.</p> <p>f) Loudmouth Theatre Company - workshop on safe relationships and numbers for Childline etc. shared. Dot.Com - Staying safe. Learning Mentor Team.</p>	
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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Caring friendships</p> <p>Pupils should know:</p> <p>a) how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>b) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>c) that healthy friendships</p>	<p>a) During Key Worker time and Special Learning Time - good modelling of what makes a good friend, how to make friendships and partner work. Stories about friends.</p> <p>b) Key worker time - Morning Jobs, Weekend News. Lola listening games to take turns to listen. Behaviour pathway - red spot. Praise for honesty and truth telling. Stop and talk through choices during play both structured and non-structured times.</p> <p>c) Stickers and rewards, 'well done' moments</p>	<p>a) Dot.com lesson - who are my friends</p> <p>b) Dot.com lesson - who are my friends Friends linked to Easter story.</p> <p>c) Dot.com lesson - who are my friends</p> <p>d) Dot.Com lesson - I feel loved when...</p> <p>e) Dot.com - Feelings lesson. 'Uh oh' Feelings introduced.</p> <p>Stories linked to Dot.Com lessons to enhance</p>	<p>a) PSHE friendships, Transition activities. Get Writing - comprehension of some characters. Creative Writing - character profiles. Circle time in class.</p> <p>b) Circle time in class. RE - sense of belonging. British Values.</p> <p>c) Classroom ethos.</p> <p>d) Classroom ethos.</p>	<p>a) Dot.Com lesson - when I am with my friends...</p> <p>b) Dot.Com lessons: Family and friends, How do you feel today? Secrets and surprises.</p> <p>c) Dot.Com lessons: families and friends, my 'Uh Oh' signs.</p> <p>d) Dot.Com lessons: Living together, My 'Uh Oh' signs, Feeling angry, Letting anger out.</p> <p>e) Dot.Com lessons: Feelings, How do we show our feelings?, We have different feelings at different times, Who can</p>	<p>) Dot.Com PSHE lesson 15 "Me and my friends".</p> <p>) Dot.Com PSHE lesson 15 "Me and my friends".</p> <p>) Dot.Com PSHE lesson 15 "Me and my friends".</p> <p>) LM/CM interventions and discussions at lunch times. Behaviour pathway in school.</p> <p>) Dot.Com PSHE lesson 15 "Me and my friends". Lesson 17 "Extremes".</p> <p>a-e all covered by LM friendship groups.</p>	<p>a) Dot.Com "Value of Friendship" - write about what they value in a friend. Friendship groups with LMs and SEN staff.</p> <p>b) Class Reading books - discuss the negative side of friendship. Unit 5 Lit and Lang - How respect is earned in friendships and how sharing experiences supports others.</p> <p>c) Friendship groups with LMs and SEN staff. Class Reading books -</p>	<p>a-e covered by: LM individual sessions with children, friendship groups, Y5/6 girls groups, conflict resolution throughout the day.</p> <p>a-e covered by Robin Hood Literacy Unit of work: friendships, loyalty, respect.</p> <p>a-e covered by R.E. unit of work on Christmas celebrations, traditions, generosity, experiences.</p> <p>b-c Trip to the Wrekin: Team work, building confidence and self-belief.</p>

<p>are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>d) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>e) how to recognise who to trust and who not to trust, how to judge when a friendship is making them</p>	<p>to show when children are being a 'good friend'. Prompt children to include all.</p> <p>d) Key Worker time - conversations with children during KW time. Address issues at the time. Story time with appropriate stories. Consistent approach to negative behaviour - thinking spot. Reward positive behaviour and children who work through difficulties. VIPs in Reception from LM team.</p> <p>e) Conversations addressing issues as they arise. Encourage</p>	<p>children's learning.</p>		<p>we tell?, In an emergency, who can we tell?, Dot's network and her helping hand, Social Media.</p> <p>a-e also covered by: Learning Mentors, Class Mentors and Teaching staff as and when required.</p>		<p>discuss the negative side of friendship. Unit 2 Lit and Lang - Discussing Peer pressure and negative friendships/ being used.</p> <p>d) LMs Conflict resolution. Dot.Com "Value of Friendship" - write about what they value in a friend.</p> <p>e) Class Reading books - discuss the negative side of friendship. Unit 2 Lit and Lang - Discussing Peer pressure and negative friendships/ being used.</p>	<p>b-c PSHE lesson: "The Value of Teamwork".</p> <p>b-c Sports Day and inter-school/ intra-school competitions.</p>
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feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	strategies to manage conflict and ask the teachers to help rather than acting.					Dot.Com PSHE "Positive Values of friendship groups", "Negative Values" - Gangs led by someone with poor values, negative behaviours. How friends can make you feel safe/unsafe.	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Respectful Relationships Pupils should know a) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or	a) Topic time - family celebrations, All About Me topic. Key Worker time Rules and Routines in the setting. b) Rules and routines within the setting. Key worker time.	a) Curriculum slides - standardised at the start of each lesson. Creates culture in the classroom of respect. b)	a) RE - through teaching all religions. Traditions and celebrations are also taught. Chocolate topic - comparison between Cadbury	a) Dot.Com lessons: When I am with my friends we like too..., Being different, Feelings, Valuing Money. P.E. lessons.	a) Dot.com PSHE lesson 3 "How are we similar?" Dot.Com lesson "Gratitude - What does it mean?" b) Dot.com PSHE lesson 3 "How are we similar?"	a) R.E. - Learning about other beliefs/ ways of life and discussing the importance of respecting choice. Lit and Lang Unit 4 - "This is not a	a-h Learning Mentor conversations and discussions when issues arise incidentally. Individual/ group sessions for direct work around this topic. c) Courtesy and manners are

<p>backgrounds), or make different choices or have different preferences or beliefs.</p> <p>b) practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>c) the conventions of courtesy and manners.</p> <p>d) the importance of self-respect and how this links to their own happiness.</p> <p>e) that in school and in wider society they can expect to be treated with respect by others, and</p>	<p>Intervention PSED groups.</p> <p>Listening rules - Lola the Listening Leopard game.</p> <p>Calming time.</p> <p>Playground duty - conflict resolution.</p> <p>c) Dinner hall - sharing lunches together and being served by staff.</p> <p>Snack time/Milk time.</p> <p>Key Worker time.</p> <p>d) Key worker time.</p> <p>Teacher modelling.</p> <p>Feelings group interventions.</p> <p>Yoga and mindfulness sessions.</p> <p>e) Key Worker and teacher modelling.</p> <p>Specific sessions for</p>	<p>c) Who are my friends? - dot.com lesson.</p> <p>Feelings - dot.com lesson.</p> <p>d) Dot.Com lessons: I am special because..., Some things I like about myself, Things I can do for myself, I felt proud of myself when...</p> <p>e) Class rules/ expectations, assemblies.</p> <p>Transition - sets out rules and expectations.</p> <p>f) Assemblies - one off lesson on</p>	<p>workers and Ghanaian workers.</p> <p>Seaside - Victorian seaside, holidays past and present.</p> <p>b) Classroom ethos - TTYP, share crayons, Manners.</p> <p>c) Classroom ethos - TTYP, share crayons, Manners.</p> <p>d) PSHE - things that I am good at, like about myself and feel proud of.</p> <p>e) Ethos - treat others how you would like to be treated.</p> <p>f) Bullying assembly - followed by</p>	<p>b) LM friendship groups. End of break check-ins.</p> <p>c) Dot.Com lesson: Feelings. Incidental teaching throughout the day.</p> <p>d) PSHE Dot.Com lessons: How do we show our feelings, I am special.</p> <p>e) Dot.Com PSHE: Being different, Keep my home and body clean and safe, Feelings.</p> <p>f) Dot.Com PSHE: Who can we tell?, In an emergency</p>	<p>Dot.Com lesson "Gratitude - What does it mean?"</p> <p>c) Dot.com PSHE lesson 3 "How are we similar?"</p> <p>Dot.Com lesson "Gratitude - What does it mean?"</p> <p>d) Dot.Com lesson 10 "Respecting and Valuing yourself"</p> <p>e) Dot.Com lesson 10 "Respecting and Valuing yourself"</p> <p>f) Anti-bullying week assembly/work in classes. CM discussions and friendship groups.</p>	<p>Fairytale" - shows respect to characters when others usually wouldn't.</p> <p>b) Learning Mentors/boys and girls group and friendship groups.</p> <p>c)</p> <p>d)</p> <p>e) Dot.Com - Nanny Dot.Com's values are to treat others as you'd expect to be treated.</p> <p>Lit and Lang Unit 4 - "This is not a Fairytale" - Shows respect to characters when others usually wouldn't.</p>	<p>covered all day, everyday.</p> <p>Constant reinforcement of manners.</p> <p>f) Computing - Cyberbullying lesson. Activity using a storyboard. PSHE Dot.Com unit on bullying and hate crime.</p> <p>g) German lessons - learning about people from other cultures. R.E. unit on Islam - stereotypes.</p>
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<p>that in turn they should show due respect to others, including those in positions of authority.</p> <p>f) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>g) what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>h) the importance of permission-seeking and</p>	<p>festivals and families.</p> <p>f) Rules and routines within the setting - assemblies and Key worker time.</p> <p>g) Assemblies, key worker time and story time.</p> <p>h) Key worker time. Interventions. Play times and Special Learning Time.</p>	<p>online bullying.</p>	<p>classroom discussion.</p> <p>g) Class reading book - The boy in the Dress, Charlie and the Chocolate Factory.</p> <p>h) Teaching the importance of sharing in the classroom.</p>	<p>who can I tell?, Dot's Network and her helping hand, What could we do?, Feeling angry/letting out anger. Anti-bullying week/anti-racism assembly. ICT online safety.</p> <p>g) Anti-bullying week/racism assemblies.</p> <p>a-h covered by Learning Mentor and Class Mentor support. Also teacher and TA support throughout the year.</p>	<p>Internet safety week.</p> <p>g) Dot.Com lesson 10 "Respecting and Valuing yourself"</p> <p>h) Dot.Com Lesson 17 "Extremes".</p>	<p>f) Dot.Com Points of view: effects and consequences for bullies, effects and consequences of being bullied and effects and consequences for a bystander.</p> <p>g) Lit and Lang Unit 4 - "This is not a Fairytale" - story goes against stereotypes.</p> <p>h) Lit and Lang Unit 4 - "This is not a Fairytale" - seeks permission from the princess to take her away and by kissing the witch.</p>	
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giving in relationships with friends, peers and adults							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Online relationships</p> <p>Pupils should know:</p> <p>a) that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>b) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p>	<p>a-e covered in assemblies.</p> <p>Internet Safety day.</p> <p>Newsletters</p> <p>Educating parents on phone/tablet time. Encouraging the use of parental controls, the dangers of YouTube and how to keep children safe online.</p>	<p>a) Computing lessons. Assembly. Purple Mash resources.</p> <p>b) One off lesson during Online Safety week.</p> <p>c) Purple Mash lessons taught through Computing lessons.</p> <p>d)</p> <p>e)</p> <p>CEOP online story "Captain Chaos" used to teach the dangers of being online.</p>	<p>a-e covered in Computing. Safer Internet Day.</p> <p>Also through Dot.Com - Dot is an advocate for online safety.</p>	<p>a) Dot.Com PSHE lesson: why do others hide their feelings? ICT - sending an email lesson.</p> <p>b) Dot.Com PSHE lessons: the difference we see in others, letting out anger, secrets and surprises.</p> <p>c) Dot.Com PSHE lessons: My social Media, safety rules, feelings lesson, how do we show our feelings?, 'Uh Oh' feelings, Who can we tell?, In an emergency who can we tell?, Dot's Network,</p>	<p>a) Dot.Com Lesson 16 "Social Media".</p> <p>b) Dot.Com Lesson 16 "Social Media".</p> <p>c) Dot.Com Lesson 16 "Social Media".</p> <p>a-e covered by Internet Safety week activities exploring safety and why we need to be conscious of keeping us safe.</p>	<p>a) Loud mouth theatre company - questions about people not always being truthful online. E-Safety week assembly and follow up.</p> <p>b) Learning Mentors - discuss issues with gaming/ social media from outside school.</p> <p>c) E-safety week assembly and follow up.</p>	<p>a-f covered by online safety assembly and E-Safety week.</p> <p>a-d Computing lesson: know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour. Storyboards of how to deal with different examples of these situations.</p> <p>E - example game and research about the risks of sharing</p>

<p>c) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>d) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>e) how information and data is shared and used online.</p>				<p>her helping hand. ICT - sending an email lesson.</p> <p>d) e) ICT - sending an email lesson.</p> <p>a-e covered in weekly ICT lessons and through whole school E-Safety week.</p>			<p>information and data online.</p> <p>Lesson on how to protect their digital footprint. Children produce a SMART poster in ICT.</p> <p>Children are taught to understand the impact upon themselves and others of sharing information and data online - they produce PowerPoint slides/ presentation demonstrating their knowledge and understanding.</p>
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Being Safe Pupils should know:</p>	a) Key Worker time - discuss toilet safety and	a) Class rules and expectation	a) Circle time, classroom ethos.	a) Dot.Com lesson: When I am with my	a) Dot.Com PSHE Lesson	a) Dot.Com - "Negative behaviours of	a) ICT lesson - how to protect their

<p>a) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>b) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>c) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe</p>	<p>appropriateness within the setting. Reiterate that children can tell you when upset. Rules in class to ensure all know what is acceptable.</p> <p>b) Toilet/changing practice. Vocabulary chat - surprise/secret - talk about how they feel about a secret.</p> <p>c) Roleplay area - modelling appropriate contact. Changing for PE = private. Feelings - wrong/right - discussions to talk if it feels wrong. Displays using feelings/emotions.</p>	<p>s within the classroom. Lesson about safe spaces and drawing a safe space.</p> <p>b) Dot.Com poem about being safe.</p> <p>c)</p> <p>d) Dot's helping hand - five people who make me feel safe.</p> <p>e) Feelings - how do we show out feelings? Dot.com lesson.</p> <p>f)</p> <p>g) Dot.com poem about being safe. Dot's helping hand.</p> <p>h) Dot.com poem about being safe.</p>	<p>b) Computing - safer internet day</p> <p>c) Classroom rules, getting changed for PE, discussing personal space, clothing belonging to one person.</p> <p>d) Computing - safer internet day</p> <p>e) Seaside safety (Summer term).</p> <p>a-g covered in Dot.Com - 'Uh Oh' feelings, not keeping secrets and feeling safe to talk to a known adult.</p>	<p>friends I like to...</p> <p>b) Dot.Com lesson: Secrets and Surprises.</p> <p>c) Playground rules - lunch and play times.</p> <p>d) ICT lessons/E-Safety week.</p> <p>e) Dot.Com lessons: Feelings and how we show them, My 'Uh Oh' signs, What could someone do even if...</p> <p>f) Dot.Com lessons: Who can we tell? Dot's Network/Helping Hand.</p> <p>g) Dot.Com lessons: Who can we tell? Dot's Network/Helping Hand.</p> <p>h) Dot.Com lessons: Who can we tell?</p>	<p>7 "Warning Signs".</p> <p>b) Dot.Com PSHE Lesson 7 "Warning Signs". Dot.Com lesson 8 "Feeling worried". We all have the right to be safe.</p> <p>c) Dot.Com PSHE Lesson 7 "Warning Signs". Dot.Com lesson 8 "Feeling worried". We all have the right to be safe.</p> <p>d) H</p> <p>e) Dot.Com PSHE Lesson 7 "Warning Signs". Dot.Com lesson 8 "Feeling worried". We</p>	<p>friends" - what your inner voice tells you, what will happen if you ignore it when things don't feel right.</p> <p>b) Lit and Lang Unit 1 - Discussing appropriate / inappropriate punishments. Keeping secrets not always right re: being safe.</p> <p>c) Lit and Lang Unit 1 - Discussing appropriate / inappropriate punishments. Keeping secrets not always right re: being safe.</p>	<p>digital footprint.</p> <p>A, c, f, h: School Nurse - puberty talks: changes in adolescence developing feelings towards each other and how to manage them.</p> <p>a-h all covered by: PSHE lesson "The Value of Life"</p> <p>Learning Mentors: Girls group, individual group discussions through directed work or when issues arise.</p> <p>E - science - healthy bodies, drugs and feeling unsafe.</p>
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<p>physical, and other, contact.</p> <p>d) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>e) how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>f) how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>g) how to report concerns or abuse, and the vocabulary and confidence</p>	<p>d) Stranger danger - be polite but keep safe chats. Stories and books to support.</p> <p>e) Morning Jobs - how do you feel? Ask if you feel sad - let us know!</p> <p>f) Same as e)</p> <p>g) Same as e)</p> <p>h) Parent Hub/ Website/ office/ Assemblies.</p>	<p>Dot's helping hand. Keeping you safe.</p> <p>Stories linked to Dot.Com lessons to enhance children's learning.</p>		<p>Dot's Network/ Helping Hand.</p> <p>Other things covered by: walk to school week, Learning Mentor Team and Class Mentors, Teaching staff.</p>	<p>all have the right to be safe.</p> <p>Dot.Com Lesson 26 People who can help us.</p> <p>f) Dot.Com lesson 8 "Feeling worried". We all have the right to be safe.</p> <p>Dot.Com Lesson 26 People who can help us.</p> <p>g) Dot.Com Lesson 26 People who can help us. Lesson 13 "My Community".</p> <p>h) Dot.Com Lesson 26 People who can help us.</p>	<p>d-h:Loudmouth theatre company - lots of discussion / Q&A session about how to report anything concerned.</p>	
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needed to do so. h) where to get advice e.g. family, school and/or other sources.							
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Note: Read Appendix 3 to see the outcomes for all children by the end of Year 6.




Appendix 3: Curriculum expectations children should know by the end of KS2.

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

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

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 4: Brook Guidance for the strands of the RSE curriculum.

Families and People who care for me	Caring Friendships	Respectful relationships	Online Relationships	Being safe
Families are important for children – they give love and security	Importance of friendships , how people choose and make friends	Understand and respect difference	People can behave differently and pretend to be someone they're not	Boundaries, concept of privacy respond to adults they don't know
Characteristics of family life	Characteristics of friendships, healthy friendships are positive towards others	Practical steps to improve and support respectful relationships	Same principles online and in real life critical consideration of online friendships	Awareness of body safety appropriate physical contact
Understanding f and respect for different types of families, including marriage	Friendships have ups and downs – these can be worked through, violence is never right	Courtesy and manners Importance of self respect and of respect for others	Rules for keeping safe online, how to recognise risk and harmful content & how to get help	How to report concerns and get help for self and others
How to recognise if family life makes them feel unhappy or unsafe and how to get help	How to recognise who to trust and not when friendship makes them unhappy – how to manage that and get support	Bullying, types and how to get help Stereotypes Permission seeking and giving	Risks of being in contact with people they have never met, how information and data is shared	

Appendix 5: Parent form: withdrawal from sex education within RSE



TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
School Signature	

Protected Characteristics









Promoting the Protected Characteristics at Wren's Nest Primary School

We work to ensure that our children understand that:

- There are no outsiders at Wren's Nest
- Everyone is different
- We celebrate our differences
- We are all equal in our differences

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation. Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because the protected characteristics that we all have. Under the Equality Act, there are nine Protected Characteristics:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Marriage or civil partnership
- Sex
- Sexual orientation
- Pregnancy and maternity

 Equality Act 2010	 Age	 Disability	 Gender Reassignment	 Race
 Religion or Belief	 Sex (Gender)	 Sexual Orientation	 Pregnancy & Maternity	 Marriage & Civil Partnership

Protected Characteristics

These books are read to the children over the course of the year to encourage positive and guided discussion of the protected characteristics. At Wren's Nest Primary School, we strive to create an environment where children can share their opinions and ask questions.

Reception					
Learning Intention	To say what I like.	To understand that it's OK to like different things.	To make friends with someone different.	To understand that all families are different.	To celebrate my family.
Year 1					
Learning Intention	To like the way I am.	To play with boys and girls.	To recognise that people are different ages.	To understand our bodies work in different ways.	To understand that we share the world with lots of people.
Year 2					
Learning Intention	To understand what diversity is.	To understand how we share the world.	To understand what makes someone feel proud.	To feel proud of being different.	To be able to work with everyone in my class.
Year 3					
Learning Intention	To understand how difference can affect someone.	To understand what 'discrimination' means.	To find a solution to a problem.	Use strategies to help someone who feels different.	To be welcoming.
Year 4					
Learning Intention	To know when to be assertive.	To understand why people choose to get married.	To overcome language as a barrier.	To ask questions.	To be who you want to be.
Year 5					
Learning Intention	To learn from our past.	To justify my actions.	To recognise when someone needs help.	To appreciate artistic freedom.	To accept people who are different from me.
Year 6					
Learning Intention	To promote diversity.	To stand up to discrimination.	To challenge causes of racism.	To consider how my life may change as I grow up.	To recognise my freedoms.