



WREN'S NEST PRIMARY SCHOOL

School Key Policy 2025-2026

Relationship and Sex Education (RSE) Policy

September 2025

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



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](#).

We deliver RSE in a way that is fully in line with the Equality Act. This means we ensure that our teaching is inclusive, respectful and reflects the diverse backgrounds, identities and family structures within our school community. Our aim is to help all children feel represented and valued, while also promoting understanding, tolerance and respect for others. By doing this, we support pupils to develop healthy relationships and a clear understanding of equality and difference in modern society.

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. At our school, when we receive difficult or sensitive questions during RSE (Relationships and Sex Education), we handle them with care and professionalism. We always listen attentively and speak directly with the child who has asked the question. If we feel that the question isn't appropriate to address with the whole class—whether because of the maturity level required or the specific needs of other children—we make a note of it and arrange to answer it privately on a one-to-one basis. This might take place in a safe and supportive space like the Safari Room, with the learning mentor present to provide additional guidance. We also make sure to keep parents informed by contacting them about the nature of the question and explaining the response we provided, so they are aware and can continue the conversation at home if they wish.

If parents need support with delivering Sex Education at home, we are happy to help and offer guidance. We understand that these conversations can sometimes feel challenging, so we aim to work in partnership with families to ensure children receive consistent, age-appropriate information. This may include sharing useful resources, suggesting ways to approach sensitive topics, or offering to meet with parents to talk through any questions or concerns they might have. By supporting parents in this way, we hope to help them feel more confident in continuing these important discussions at home.

We also offer a parents' workshop for Year 6 at the beginning of the school year. This workshop is designed to give parents an overview of the RSE curriculum, explain what topics will be covered, and discuss how these will be approached in an age-appropriate and sensitive way. It also provides an opportunity for parents to ask questions, share any concerns, and learn practical tips for continuing these conversations at home. By working together, we aim to ensure that children feel supported and informed both at school and at home.

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)

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)
- Lu Flavell - Supports the delivery of Protected Characteristics

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.

Teacher voice SA -

Relationships and Sex Education (RSE) in primary schools is delivered in a sensitive, age-appropriate way, helping children develop the knowledge, skills, and values they need to form healthy, respectful relationships. It lays an essential foundation for understanding emotions, personal boundaries, and diversity. By introducing RSE early, schools support children's emotional well-being, promote empathy, and equip them to navigate friendships and life's changes safely and confidently.

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.

Child Voice - CH

"I wasn't aware that there was such things as protected characteristics at first until we started these lessons.

I really enjoyed taking part in the Protected characteristics lessons because each lesson gave the class chance to talk about things that they might find difficult to speak about. Everybody was respectful of each other's viewpoints within the lessons. Discussions and viewpoints were listened to fairly and people were able to pose questions respectfully to each other as well as to the teacher.

The same gender parents' story - 'And Tango Makes Three' allowed a very difficult subject of same gender parents to be discussed in a very mature sensible way. I know it opened some of the children's eyes to understand that this is the case with some families and not all families have a mum and dad. In society now same gender parents has to be accepted as normal.

All of the books we discussed raised issues that some children don't know exist. We live in a world where most people care, but here are a few that don't, and we have to help those that don't understand to be able to understand. Especially when it involves racism.

Some areas did hit hard in the books - Especially when Rose Blanche gets shot. There was a stunned silence which brought it home what the Jews went through in the war and that they still experience it today.

I think our teacher dealt with the questions - even when they were a bit awkward- and answered really well making sure that we all felt comfortable with what we were talking about."

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 2025

Review date: September 2026

Appendix 1: RSE at Wren's Nest Primary School – an overview



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 <u>centre</u> 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>	<div></div> <h3>Big Ideas</h3> <ul style="list-style-type: none">✓ Communication✓ Investigation✓ Questioning✓ Families and people who care for me✓ Caring relationships✓ Respectful relationships✓ Online relationships✓ Being safe	<div></div> <h3>Content and Sequencing</h3> <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.	
<div></div> <h3>Cross curricular links</h3> <ul style="list-style-type: none">✓ Direct links with:<ul style="list-style-type: none">o PSHEo British Valueso Religious Educationo Computingo Historyo Englisho Enrichment activities e.g. a visit to a religious building.✓ Wren's Nest Schema Webs of Food, Fashion and Technology.	<div></div> <h3>Retrieval</h3> <ul style="list-style-type: none">✓ Big Questions✓ Debates✓ Quizzes✓ Tasks and activities✓ University challenge✓ Schemas✓ Wow Days✓ Assemblies	<div></div> <h3>Progress</h3> <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	<div></div> <h3>Support</h3> <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



OUR 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 and the wider world.

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- Teach pupils the correct vocabulary to describe themselves and their bodies

RSE at Wren's Nest Primary School



FAMILIES AND PEOPLE WHO CARE FOR ME	RECEPTION	YEAR 1	YEAR 2	YEAR 3
<p>Families and people who care for me: Pupils should know:</p> <ul style="list-style-type: none"> a) that families are important for children growing up because they can give love, security and stability. b) 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. c) that other's 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. d) 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. e) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 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. 	<ul style="list-style-type: none"> a) Everyday Key Worker time Celebrations e.g. Father's Day, Mother's Day, Birthdays, WOW moments. b) Key Worker groups (smaller than a class). Sharing achievements, Learning Journeys, Open Door policy – daily conversations, Parents' meetings. c) Topic times – all about me, similarities/differences. Celebrations – e.g. Diwali, Enhanced provisions, Exposure to conversations about varied family experiences, Weekend News. d) Key Worker time, Stories – showing the different families, All About Me. e) Assemblies, Royal weddings celebrated. f) General day-to-day teaching – rules and routines of the setting, Intervention groups. 	<ul style="list-style-type: none"> a) Dot.Com – People/family who I love lesson, Houses and Homes – People who care for me, Mother's Day and Father's Day. b) Water safety, sun safety, road safety. c) Dot.com – People/family who I love lesson, During Transition work, Mother's Day and Father's Day. d) Dot.Com lesson – I feel loved when... Stories linked to Dot.Com lessons to enhance children's learning. 	<ul style="list-style-type: none"> a) PSHE – belonging, Who helps us, my family, RE – sense of belonging when studying Islam. b) RNLI and Sun Safety, PSHE – belonging, Who helps us, my family. c) Circle time – community and whole class discussions, RE – when learning about traditions, celebrations, discussing other religions e.g. Judaism, Islam and British Values. d) e) f) PSHE – Circle time and the classroom ethics, RE – sense of belonging. 	<ul style="list-style-type: none"> a) Feeling safe lesson – Dot.Com, In an emergency, who can we call – Dot.com lesson. b) Secrets and surprises – Dot.com lesson. c) Dot.com lessons: Living together, being different, Families and friends. RE lessons and Inspire days that cover special occasions e.g. Mother's Day, Father's Day, Christmas, Easter, Diwali, Ramadan. Assemblies that cover celebrations and special occasions. d) Dot.com lessons – Why do people hide their feelings? Being different, Dot's network, her helping hand (PSHE values and principles). e) Dot.com PSHE lesson – Living together. f) Dot.Com PSHE lessons – feelings, why do we have feelings all the time? How do we show our feelings? <p>a-f also covered by Learning Mentor Team, Class Mentors and teaching staff, including support staff.</p>

RSE at Wren's Nest Primary School



FAMILIES AND PEOPLE WHO CARE FOR ME

YEAR 4

YEAR 5

YEAR 6

Families and people who care for me.

Pupils should know

- a) that families are important for children growing up because they can give love, security and stability.
- b) 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.
- 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.
- d) 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.
- e) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- 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.

- a) Unit 1 Lit and Lang "Lost or stolen"
Dot.Com PSHE "What is Love?"
- b) Dot.Com PSHE "What is Love?"
Unit 1 Lit and Lang "Lost or stolen"
- c) Unit 1 Lit and Lang "Lost or stolen"
Dot.Com PSHE "Understanding other people's spiritual, moral and cultural experiences: Living Together"
- d) Unit 1 Lit and Lang "Lost or stolen"
- e) RE lesson Christianity - significant parts of the nativity story.
- f) RE: Judaism and Commitment to God
- f) Unit 1 Lit and Lang "Lost or stolen"

- 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 5 - discuss family life and working through disagreement in a safe environment.
- b) Dot.Com Family Values "Draw and write how a family might behave with no positive values".
Lit and Lang unit 5 - discuss family life and working through disagreements in a safe environment.
- c) Cracking Comprehension - Oranges in no man's land and others - Discuss families in different parts of the world/ time periods.
- d) Dot.Com Rights for every child - My rights/My responsibilities - right to be safe.
- e) RE Sikhism - Discuss arranged marriage, comparing marriage/commitments across cultures.
- f) Loudmouth Theatre Company - workshop on safe relationships and numbers for Childline etc. shared.
Dot.Com - Staying safe
Learning Mentor Team

- a) Wedding Lesson - is anything eternal?
Feelings when family members die.
 - b) Science - Evolution Characteristics and family inheritance.
PSHE lesson "Values that help us live together".
 - c) Lit/Lang Unit 4 - Elephant in the room.
 - d) Wedding Lesson - is anything eternal?
Feelings when family members die.
PSHE lesson "Values that help us live together".
 - e) Wedding Lesson - is anything eternal?
Feelings when family members die.
 - f) PSHE lesson "Values that help us live together".
- 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.

RSE at Wren's Nest Primary School



CARING FRIENDSHIPS	RECEPTION	YEAR 1	YEAR 2	YEAR 3
<p>Caring friendships Pupils should know:</p> <ul style="list-style-type: none"> a) how important friendships are in making us feel happy and secure, and how people choose and make friends b) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties c) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded 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 e) 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 	<ul style="list-style-type: none"> a) During Key Worker time & Special Learning Time – good modelling of what makes a good friend, how to make friendships work. Stories about friends b) Key worker time – Morning jobs, Weekend News, Lota listening games to take turns to listen. Behaviour pathway – red spot. Praise for honesty and truth telling c) Stop and talk through choices during play both structured and non-structured times d) Stickers and rewards, 'well done' moments to show when children are being a 'good friend'. Prompt children to include all e) 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 f) Conversations addressing issues as they arise. Encourage strategies to manage conflict and ask the teachers to help rather than acting 	<ul style="list-style-type: none"> a) Dot.com lesson – who are my friends b) Dot.com lesson – who are my friends c) Friends linked to Easter story d) Dot.com lesson – who are my friends e) Dot.com lesson – I feel loved when... f) Dot.com – Feelings lesson. Uh oh! Feelings introduced <p>Stories linked to Dot.Com lessons to enhance children's learning</p>	<ul style="list-style-type: none"> a) PSHE friendships, Transition activities, Get Writing – comprehension of some characters, Creative Writing – character profiles b) PSHE – People who I love c) Circle time in class d) Circle time in class e) RE – sense of belonging, British Values f) Classroom ethos g) Classroom ethos 	<ul style="list-style-type: none"> a) Dot.Com lesson – when I am with my friends... b) PSHE a-e – Is it possible for everyone to be happy? c) Judaism what is the best way for a Jew to lead a good life? d) Dot.Com lessons: Family and friends, How do you feel today? Secrets and surprises e) Dot.Com lessons: families and friends, my Uh Oh signs f) Dot.Com lessons: Living together, My Uh Oh signs, Feeling angry, Letting anger out g) Dot.Com lessons: Feelings, How do we show our feelings? We have different feelings at different times, Who can we tell? h) In an emergency, who can we tell? Dot's network and her helping hand i) Social j) Media <p>a-e also covered by Learning Mentors, Class Mentors and Teaching staff as and when required</p>

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CARING FRIENDSHIPS	YEAR 4	YEAR 5	YEAR 6
<p>Caring friendships</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> a) how important friendships are in making us feel happy and secure, and how people choose and make friends. b) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. c) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 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. e) 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. 	<ul style="list-style-type: none"> a) DotCom PSHE 'Me and my friends' b) DotCom PSHE 'Me and my friends' c) DotCom PSHE 'Me and my friends' d) LM/OM interventions and discussions at lunch times. Behaviour pathway in school. e) DotCom PSHE 'Me and my friends' Lesson 11 'Extremes' a) RE - Islam: What is the best way for a Muslim to lead a good life? Humanism: What motivates humanism to lead good lives? <p>a-e all covered by LM Friendship groups.</p>	<ul style="list-style-type: none"> a) DotCom 'Value of Friendship' - write about what they value in a friend. Friendship groups with LMs and SEN staff. b) Class Reading books - discuss the negative side of friendship. Unit 5 Lit and Lang - How respect is shown in friendships and how sharing experiences supports others. c) Friendship groups with LMs and SEN staff. Class Reading books - discuss the negative side of friendship. Unit 2 Lit and Lang - Discussing peer pressure and negative friendships/being used. d) LMs Conflict resolution. DotCom 'Value of Friendship' - write about what they value in a friend. a) Class Reading books - discuss the negative side of friendship. Unit 2 Lit and Lang - Discussing peer pressure and negative friendships/being used. DotCom 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. 	<p>a-e covered by:</p> <ul style="list-style-type: none"> LM individual sessions with children, friendship groups. Y5/6 girls groups. conflict resolution throughout the day. a-e covered by Robin Hood Literacy Unit of work: friendships, loyalty, respect. a-e covered by RE unit of work on Christmas celebrations, traditions, generosity, experiences. <p>b-c Trip to the Wrekin: Team work, building confidence and self-belief.</p> <p>b-c PSHE lesson: 'The Value of Teamwork'.</p> <p>b-c Sports Festival and inter-school/ intra-school competitions.</p>

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RESPECTFUL RELATIONSHIPS

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 background), or make different choices or have different preferences or beliefs.
b) practical steps they can take in a range of different contexts to improve or support respectful relationships.
c) the conventions of courtesy and manners.
d) the importance of self-respect and how this links to their own happiness.
e) 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.
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.
g) what a stereotype is, and how stereotypes can be unfair, negative or destructive.
h) the importance of permission-seeking and giving in relationships with friends, peers and adults.

RECEPTION

a) Topic time – family celebrations, All About Me topic, Key Worker time.
b) Rules and Routines in the setting.
c) Key worker time, Intervention, PSED groups, Listening rules – Lala the Listening Leopard game.
d) Calming time.
e) Playground duty – conflict resolution.
f) Dinner hall – sharing lunches together, and being served by staff.
g) Snack time/Milk time.
h) Key Worker time.
i) Key Worker time, Teacher modelling, Feelings group interventions.
j) Yoga and mindfulness sessions.
k) Key Worker and Teacher modelling.
l) Specific sessions for festivals and families.
m) Rules and routines within the setting – assemblies and Key Worker time.
n) Assemblies, Key Worker time and story time.
o) Key Worker time, Interventions.
p) Play times and Special Learning Time.

YEAR 1

a) Curriculum slides – standardised at the start of each lesson. Creates culture in the classroom of respect.
b) Who are my friends? – dot.com lesson.
c) Feelings – dot.com lesson.
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...
e) Class rules/ expectations, assemblies.
f) Transition – sets out rules and expectations.
g) Assemblies – one off lesson on online bullying.

YEAR 2

a) RE – through teaching all religions. Traditions and celebrations are also taught.
b) Chocolate topic – comparison between Cadbury workers and Ghanaian workers.
c) Seaside – Victorian seaside, holidays past and present.
d) Classroom ethos – TTYP, share crayons.
e) Manners.
f) Classroom ethos – TTYP, share crayons.
g) Manners.
h) PSHE – things that I am good at, like about myself and feel proud of.
i) Ethics – treat others how you would like to be treated.
j) Bullying assembly – followed by classroom discussion.
k) Class reading book – The Boy in the Dress, Charlie and the Chocolate Factory.
l) Teaching the importance of sharing in the classroom.

YEAR 3

a) Dot.Com lessons: When I am with my friends we like too..., Being different, Feelings, Valuing Money.
b) PE lessons.
c) LM friendship groups, End of break check-ins.
d) Dot.Com lesson: Feelings.
e) Incidental teaching throughout the day.
f) PSHE Dot.Com lessons: How do we show our feelings, I am special.
g) Dot.Com PSHE: Being different, Keep my home and body clean and safe, Feelings.
h) Dot.Com PSHE: Who can we tell?, In an emergency 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, computing online safety.
i) Anti-bullying week/racism assemblies.
j) a-h covered by Learning Mentor and Class Mentor support. Also teacher and TA support throughout the year.

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RESPECTFUL RELATIONSHIPS

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 backgrounds), or make different choices or have different preferences or beliefs.
- b) practical steps they can take in a range of different contexts to improve or support respectful relationships.
- c) the conventions of courtesy and manners.
- d) the importance of self-respect and how this links to their own happiness.
- e) 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.
- 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.
- g) what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- h) the importance of permission-seeking and giving in relationships with friends, peers and adults.

- a) Dot.com PSHE 'How are we similar?'
Dot.Com lesson: 'Gratitude - What does it mean?'
- b) Dot.com PSHE 'How are we similar?'
Dot.Com lesson: 'Gratitude - What does it mean?'
- c) Dot.com PSHE 'How are we similar?'
Dot.Com lesson: 'Gratitude - What does it mean?'
- d) Dot.Com 'Respecting and Valuing yourself'
- e) Dot.Com 'Respecting and Valuing yourself'
- f) Anti-bullying week assembly/ work in classes.
CML discussions and friendship groups.
Internet safety week.
- g) Dot.Com lesson 10 'Respecting and Valuing yourself'
- h) Dot.Com Lesson 11 'Extremes'

- 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 Fairytale' - shows respect to characters when others usually wouldn't.
- b) Learning Mentors/boys and girls group and friendship groups.
- c)
- d)
- e) Dot.Com - Nanny Dot.Com's values are to treat others as you'd expect to be treated.
Lit and Lang Unit 4 - 'This is not a Fairytale' - Shows respect to characters when others usually wouldn't.
- f) Dot.Com Points of view- effects and consequences for babies, effects and consequences of being bullied and effects and consequences for a bystander.
- g) Lit and Lang Unit 4 - 'This is not a Fairytale' - story goes against stereotypes.
- 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.

- 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 covered all day, everyday. Constant reinforcement of manners.
- f) Computing - Cyberbullying lesson. Activity using a storyboard. PSHE Dot.Com unit on bullying and hate crime.
- g) German lessons - learning about people from other cultures.

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ONLINE RELATIONSHIPS	RECEPTION	YEAR 1	YEAR 2	YEAR 3
<p>Online relationships</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> a) that people sometimes behave differently online, including by pretending to be someone they are not. 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. c) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. d) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. e) how information and data is shared and used online. 	<p>a-e covered in assemblies.</p> <p>Internet Safety day.</p> <p>Newsletters</p> <p>Educating parents on phone/tablet time.</p> <p>Encouraging the use of parental controls.</p> <p>the dangers of YouTube and how to keep children safe online.</p>	<ul style="list-style-type: none"> a) Computing lessons. Assembly. Purple Mash resources. b) One off lesson during Online Safety week. c) Purple Mash lessons taught through Computing lessons. d) e) <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 DotCom – Dot is an advocate for online safety.</p>	<ul style="list-style-type: none"> a) DotCom PSHE lesson: why do others hide their feelings? Computing – sending an email lesson. b) DotCom PSHE lessons: the difference we see in others, letting out anger, secrets and surprises. c) DotCom 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: her helping hand. Computing – sending an email lesson. d) e) Computing – sending an email lesson. <p>a-e covered in weekly Computing lessons and through whole school E-Safety week.</p>

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ONLINE RELATIONSHIPS	YEAR 4	YEAR 5	YEAR 6
<p>Online relationships</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> a) that people sometimes behave differently online, including by pretending to be someone they are not. 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. c) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. d) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. e) how information and data is shared and used online. 	<ul style="list-style-type: none"> a) DofE Lesson 16 "Social Media" b) DofE Lesson 16 "Social Media" c) DofE Lesson 16 "Social Media" a-e covered by Internet Safety week activities exploring safety and why we need to be cautious of keeping us safe 	<ul style="list-style-type: none"> a) Loud mouth theatre company - questions about people not always being truthful online, E-Safety week assembly and follow up. b) Learning Mentors - discuss issues with gaming/ social media from outside school. c) E-safety week assembly and follow up. 	<ul style="list-style-type: none"> a-f covered by online safety assembly and ESafety week 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. E - example game and research about the risks of sharing information and data online. Lesson on how to protect their digital footprint. Children produce a poster in computing. 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.

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BEING SAFE	YEAR	YEAR 1	YEAR 2	YEAR 3
<p>Being Safe</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> a) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 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. c) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. d) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. e) how to recognise and report feelings of being unsafe or feeling bad about any adult. f) how to ask for advice or help for themselves or others, and to keep trying until they are heard. g) how to report concerns or abuse, and the vocabulary and confidence needed to do so. h) where to get advice e.g. family, school and/or other sources. 	<ul style="list-style-type: none"> a) Key Worker time – discuss toilet safety and appropriateness within the setting. Reiterate that children can tell you when upset. Rules in class to ensure all know what is acceptable. b) Toilet/changing practice. Vocabulary chat – surprise/secret – talk about how they feel about a secret. c) Roleplay area – modelling appropriate contact. Changing for PE = private. Feelings – wrong/right – discussions to talk if it feels wrong. Displays using feelings/emotions. d) Stranger danger – be polite but keep safe. charts: Stories and books to support. e) Morning Jobs – how do you feel? Ask if you feel sad – let us know! f) Same as a g) Same as a h) Parent Hub/ Website/ office/ Assemblies. 	<ul style="list-style-type: none"> a) Class rules and expectations within the classroom. Lesson about safe spaces and drawing a safe space. b) DotCom poem about being safe. c) d) Dot's helping hand – five people who make me feel safe. e) Feelings – how do we show our feelings? Dot.com lesson. f) g) Dot.com poem about being safe. Dot's helping hand. h) Dot.com poem about being safe. Dot's helping hand. Keeping you safe. Stories linked to DotCom lessons to enhance children's learning. 	<ul style="list-style-type: none"> a) Circle time, classroom ethos. b) Computing – safer internet day. c) Classroom rules, getting changed for PE, discussing personal space, clothing, belonging to one person. d) Computing – safer internet day. e) Seaside safety (Summer term). a-g covered in DotCom – 'Uh Oh' feelings, not keeping secrets and feeling safe to talk to a known adult. 	<ul style="list-style-type: none"> a) DotCom lesson: When I am with my friends I like to... b) DotCom lesson: Secrets and Surprises. c) Playground rules – lunch and play times. d) Computing lessons/E-Safety week. e) DotCom lessons: Feelings and how we show them. My 'Uh Oh' signs. What could someone do even if... f) DotCom lessons: Who can we tell? Dot's Network/ Helping Hand. g) DotCom lessons: Who can we tell? Dot's Network/ Helping Hand. h) DotCom lessons: Who can we tell? Dot's Network/ Helping Hand. Other things covered by: walk to school week. Learning Mentor Team and Class Mentors, Teaching staff.

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BEING SAFE	YEAR 4	YEAR 5	YEAR 6
<p>Being Safe</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> a) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 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. c) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact. d) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. e) how to recognise and report feelings of being unsafe or feeling bad about any adult. f) how to ask for advice or help for themselves or others, and to keep trying until they are heard. g) how to report concerns or abuse, and the vocabulary and confidence needed to do so. h) where to get advice e.g. family, school and/or other sources. 	<ul style="list-style-type: none"> a) DotCom PSHE Lesson 7 'Warning Signs' b) DotCom PSHE Lesson 7 'Warning Signs' DotCom lesson 8 'Feeling worried' We all have the right to be safe c) DotCom PSHE Lesson 7 'Warning Signs' DotCom lesson 8 'Feeling worried' We all have the right to be safe d) e) a) DotCom PSHE Lesson 7 'Warning Signs' DotCom lesson 8 'Feeling worried' We all have the right to be safe DotCom Lesson 26 People who can help us f) DotCom lesson 8 'Feeling worried' We all have the right to be safe DotCom Lesson 26 People who can help us g) DotCom Lesson 26 People who can help us Lesson 13 'My Community' h) DotCom Lesson 26 People who can help us 	<ul style="list-style-type: none"> a) DotCom - 'Negative behaviours of friends' - what your inner voice tells you, what will happen if you ignore it when things don't feel right b) Lit and Lang Unit 1 - Discussing appropriate / inappropriate punishments. Keeping secrets not always right re: being safe c) Lit and Lang Unit 1 - Discussing appropriate / inappropriate punishments. Keeping secrets not always right re: being safe d-h Loudmouth theatre company - lots of discussion / B&A session about how to report anything concerned 	<ul style="list-style-type: none"> a) Computing lesson - how to protect their digital footprint a, c, f, h School Nurse - puberty talks changes in adolescence developing feelings towards each other and how to manage them a-h all covered by PSHE lesson 'The Value of Life' Learning Mentors: Girls group, individual group discussions through directed work or when issues arise e - science - healthy bodies, drugs and feeling unsafe

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EYFS	YEAR 1	YEAR 2	YEAR 3
	<ul style="list-style-type: none"> Y1 Animals including humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Y1 Animals including humans Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes 	<ul style="list-style-type: none"> Y2 Living things and their habitats Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy Y2 Living things and their habitats (Non-statutory guidance) Pupils should raise and answer questions that help them to become familiar with the life processes that are common to all living things Y2 Animals including humans Notice that animals, including humans, have offspring which grow into adults Y2 Animals including humans Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Y2 Animals including humans Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene Y2 Animals including humans Pupils should be introduced to the basic needs of animals for survival as well as the importance of exercise and nutrition for human Y2 Animals including humans (Non-statutory guidance) Pupils should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth they should not be expected to understand how reproduction occurs. Growing into adults can include reference to baby, toddler, child, teenager, adults 	<ul style="list-style-type: none"> Y3 Animals including humans Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food, they get nutrition from what they eat. Y3 Animals including humans (Non-statutory guidance) Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. Y3 Animals including humans (Non-statutory guidance) Pupils might research different food groups and how they keep us healthy and design meals based on what they find out.

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YEAR 4

- Y4 Living things and their habitats Recognise that environments can change and that this can sometimes pose dangers to living things
- Y4 Living things and their habitats (Non-statutory guidance) Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.

YEAR 5

- Y5 Living things and their habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Y5 Animals including humans Describe the changes as humans develop from birth to old age.
- Y5 Animals including humans (Non-statutory guidance) Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Y5 Animals including humans (Non-statutory guidance) Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

YEAR 6

- Y6 Animals including humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Y6 Animals including humans Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Y6 Animals including humans Describe the ways in which nutrients and water are transported within animals, including humans.
- Y6 Animals including humans (Non-statutory guidance) Pupils should build on their learning from Years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.
- Y6 Animals including humans (Non-statutory guidance) Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

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FAMILIES AND PEOPLE WHO CARE FOR ME	CARING FRIENDSHIPS	RESPECTFUL RELATIONSHIPS	ONLINE RELATIONSHIPS	BEING SAFE
<ul style="list-style-type: none"> • Assembly - Esafety, Importance of creating passwords and importance of keeping safe, what does friendship look like - see appendix • Protected characteristics lessons - see appendix • NCCE Teach Computing - The Teach Computing curriculum covers all the requirements in the National Curriculum for online safety - see appendix • Pupil Parliament support- Shoe Box Appeal, Children in Need, Food Bank, Red Nose Day, Charity Days, Fundraisers, Poppy Appeal etc • Pupil Parliament Ministers - Behaviour, Inclusions, Sports, Science, Website, Community, Well-being, Friendship, Healthy Eating Minister etc 	<ul style="list-style-type: none"> • Whole school assemblies on friendship and belonging, Respect, New Years Resolution - see appendix • Children represent school in a range of events, children are celebrated • Protected characteristics lessons - see appendix • Mini First Aid - First aid training encourages our children to be self-reliant and empowers them with invaluable skills to help themselves and others in medical emergencies - see appendix • Pupil Parliament support- Shoe Box Appeal, Children in Need, Food Bank, Red Nose Day, Charity Days, Fundraisers, Poppy Appeal etc • Pupil Parliament Ministers - Behaviour, Inclusions, Sports, Science, Website, Community, Well-being, Friendship 	<ul style="list-style-type: none"> • Scientific names used for body parts • Respectful Relationship assembly - Valentines Day, New Years Resolution - see appendix • Protected characteristics lessons - see appendix • Mini First Aid - First aid training encourages our children to be self-reliant and empowers them with invaluable skills to help themselves and others in medical emergencies - see appendix • Pupil Parliament support- Shoe Box Appeal, Children in Need, Food Bank, Red Nose Day, Charity Days, Fundraisers, Poppy Appeal etc • Pupil Parliament Ministers - Behaviour, Inclusions, Sports, Science, Website, Community, Well-being, Friendship, Healthy Eating Minister etc 	<ul style="list-style-type: none"> • Assembly - Esafety, Importance of creating passwords and importance of keeping safe, what does friendship look like - see appendix • Protected characteristics lessons - see appendix • NCCE Teach Computing - The Teach Computing curriculum covers all the requirements in the National Curriculum for online safety - see appendix • KSI NC - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies • KS2- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • Pupil Parliament Ministers - Behaviour, Inclusions, Sports, Science, Website, Community, Well-being, Friendship, Healthy Eating Minister etc 	<ul style="list-style-type: none"> • Whole school assemblies - see appendix • Beauty Bank - providing products to children and creating conversations • Learning Mentor Team for all children • Weekly video/assembly highlighting trusted adults and adopting an open door policy • Adults on school gates available to talk to parents each day • School mobile phones - parents able to contact school through text • Protected characteristics lessons - see appendix • Mini First Aid - First aid training encourages our children to be self-reliant and empowers them with invaluable skills to help themselves and others in medical emergencies - see appendix • Economics and Money Monday - helping the children understand the value of money and the importance of budgeting, saving and spending wisely - see appendix • Pupil Parliament support - Air Ambulance Day, weekly meetings to discuss thoughts and feelings of students and Bonfire Safety • Pupil Parliament Ministers - Behaviour, Inclusions, Sports, Science, Website, Community, Well-being, Friendship, Healthy Eating Minister etc

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	

Appendix 6: Protective Characteristics book coverage

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 just affects 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 settle 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 freedom