

# Relationships and Sex Education Policy Debden C of E Primary Academy

Reviewed by: Matt Hawley	May	2024
Shared with staff:	May	2024
Shared with Governors:	May	2024
Review date:	May	2025

#### **POLICY STATEMENT**

Debden Primary Academy is committed to providing children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

At Debden, RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RSE programme will be covered through:

- Science
- Computing
- Assemblies
- Stories
- PE in the context of health and hygiene

RSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

#### **AIMS**

The aims of relationships and sex education (RSE) at our school are to:

- -Provide a framework in which sensitive, appropriate discussions can take place;
- -Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- -Help pupils develop feelings of self-respect, confidence and empathy;
- -Create a positive culture around issues of sexuality and relationships;
- -Teach pupils the correct vocabulary to describe themselves and their bodies.

This is an important part of enabling us to promote and enact our wider school vision, which is to enable the children in our care to:

-Progress exceptionally well academically, across a broad and knowledge-rich curriculum;



- -Develop into confident compassionate, well-rounded individuals, in a safe, caring, Christian environment;
- -Become equipped with the learning skills needed to deal with future challenges;
- -Create happy, positive memories of their childhood.

#### STATUTORY INFORMATION

As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- •Part 6, chapter 1 of the Equality Act 2010
- •The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

Please refer to our funding agreement and articles of association for more information, which can be found at <a href="http://www.greatoakmat.co.uk/web/">http://www.greatoakmat.co.uk/web/</a>

At [school name], we teach RSE as set out in this policy. At Debden Primary Academy we teach RSE as set out in this policy.

#### **POLICY DEVELOPMENT**

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

- 1. Review The Head of School and PSHE lead (Mr Hawley), alongside a small working party of teachers, collated all relevant information including relevant national and local guidance;
- 2. Staff consultation all school staff were given the opportunity to look at the policy and make recommendations;
- 3. Parent/stakeholder consultation parents and any interested parties were invited to have input regarding the policy;
- 4. Ratification once amendments were made, the policy was shared with governors and ratified.

#### **DEFINITION**

- <u>Relationships Education</u> is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.



- <u>Health Education</u> is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices <u>-Sex Education</u> is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

RSE is not about the promotion of sexual activity.

#### **CURRICULUM**

#### **Outline of Statutory Requirements**

As part of statutory Health Education, children are taught in an age-appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 4. These lessons form part of the statutory requirements for Health Education.

More precise details of the exact statutory content taught is outlined in the sections below. We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an ageappropriate manner so they are fully informed and do not seek answers online.

#### Statutory Relationships Education Curriculum Content

Relationships education is embedded within our PSHE curriculum and is set out as per Appendix 1. Our entire PSHE curriculum is adapted from CORAM Life Education, a highly-acclaimed and effective organisation for the planning of a comprehensive primary PSHE curriculum.

Key objectives of the statutory Relationships Education curriculum are outlined below:

Families and people who care for me

By the end of primary school, children should know:

 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

#### Children should know:

- 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 physically or verbally aggressive behaviour 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.

#### Respectful relationships

#### Children should know:

- 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 granting in relationships with friends, peers and adults.

<u>Online relationships</u> (this aspect is also learnt through the 'Computer Systems and Networks' and the 'Online Safety' elements of our Computing curriculum, which utilises the NCEE 'Teach Computing' materials).

#### Children should know:

- 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.

#### Being safe

#### Children should know:

- 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 and others.
- 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.



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, LGBT 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).

#### Statutory Health and Mental Wellbeing Content

Health and mental wellbeing teaching also predominantly falls into our PSHE curriculum, although some areas are also reinforced in other subjects, e.g. PE, science DT (food). The statutory expectations relevant to this policy are outlined below.

#### Changing adolescent body

By the end of primary school, pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

#### Statutory Science Curriculum Content

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (years 3 – 6) children learn:

- To 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
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals



- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

#### Non-Statutory Sex Education

Alongside the statutory content detailed above, the DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught progressively throughout KS2. Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother (y4-6)
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means (y6)
- how a baby develops in the womb (y3/4) and how babies are born (y6)
- key terminology relating to IVF, STDs and contraception (y6).

Teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. In advance of any non-statutory sex education elements of the curriculum being taught (ordinarily in summer term 2), parents will receive a letter from the school informing them of the content. As is legally prescribed, parents have a right to withdraw their children from these



additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

For more information about the non-statutory elements of our curriculum, see our knowledge organisers in Appendix 2. If you would like to see some of the resources that we use, please contact the Head of School (Matt Hawley).

#### **DELIVERY OF RSE**

Our Relationships and Sex Education programme will be delivered in an age-appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content may be covered in single sex groups, at the discretion of the class teacher e.g. menstrual hygiene, single sex question sessions, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

Delivery methods will be adjusted should the need for remote learning continue or extend. Pupil's questions will be dealt with honestly and sensitively and in an age-appropriate way. A questions box will be available for pupils to ask anonymous questions.

If staff are faced with a question that it would not be most appropriate to answer within the whole-class setting, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually/ in a small group will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a



responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

#### **ROLES AND RESPONSIBILITIES**

The Governing Board: The governing board will approve the RSE policy, and hold the Head of School to account for its implementation.

The governing board has delegated the approval of this policy to the Teaching and Learning committee group.

The Head of School: The Head of School 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.

Staff: Staff 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/non-science] 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 of School.

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

#### **PARENTS' RIGHT TO WITHDRAW**

The RSE curriculum consists of both statutory and non-statutory elements:

- Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

Parents wanting to withdraw their children should, in the first instance, request to speak with the class teacher. The class teacher will explore the concern of the parents and the possibility of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. He/she will talk with the parents about the possible negative experiences or feelings that may result from withdrawal of the child and the ways in which these may be minimised.

If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Head of School (See Appendix 3 for request form). Once a child has been



withdrawn, they cannot take part in sex education until the request for withdrawal has been removed.

Alternative work will be given to pupils who are withdrawn from sex education. They will work supervised away from the remainder of the class.

#### **INCLUSIVITY**

We will teach about these topics in a manner that:

- -Considers how a diverse range of pupils will relate to them
- -Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- -Safe and supported
- -Able to engage with the key messages

We will also make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- -A whole-class setting
- -Small groups or targeted sessions
- -1-to-1 discussions
- -Digital formats

As, with all subjects will also consider the level of adaptation needed to enable all children to be able to access the curriculum.

#### **EQUALITIES AND DIVERSITY**

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information



based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

If parents have questions/would like to discuss any topics not explicitly covered in this policy, then please contact Head of School directly.

#### **MONITORING AND REVIEW**

The delivery of RSE is monitored by Mr Matt Hawley (Head of School) and a link governor (presently Mrs Lin Stephenson) through:

- -Collaborative planning and moderation;
- -Learning walks;
- -Pupil discussions and assessment reviews.

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

This policy will be reviewed annually by the Head of School and PSHE Coordinator. At every review, the policy will be approved by the Teaching and Learning Committee of the Local Governing Body and ratified at full governing body meetings.



#### **APPENDIX 1**

#### **PSHE**, Science and Computing Curriculum Maps

#### **PSHE Curriculum Map**



Class/Year	Autumn Term A	Autumn Term B	Spring Term A	Spring Term B	Summer Term A	Summer Term B
Minnows Years 1-2 1-year curriculum	ME AND MY RELATIONSHIPS	VALUING DIFFERENCE	KEEPING MYSELF SAFE	RIGHTS AND RESPONSIBILITIES	BEING MY BEST	GROWING AND CHANGING
Dragonflies Years 2-3 I-year curriculum	ME AND MY RELATIONSHIPS	VALUING DIFFERENCE	KEEPING MYSELF SAFE	RIGHTS AND RESPONSIBILITIES	BEING MY BEST	GROWING AND CHANGING
Frogs Years 3-4 2-year curriculum - Year A	ME AND MY RELATIONSHIPS	VALUING DIFFERENCE	KEEPING MYSELF SAFE	RIGHTS AND RESPONSIBILITIES	BEING MY BEST	GROWING AND CHANGING
Frogs Years 3-4 2-year curriculum - Year B	ME AND MY RELATIONSHIPS	VALUING DIFFERENCE	KEEPING MYSELF SAFE	RIGHTS AND RESPONSIBILITIES	BEING MY BEST	GROWING AND CHANGING
Kingfishers Years 5-6 2-year curriculum - Year A	ME AND MY RELATIONSHIPS	VALUING DIFFERENCE	KEEPING MYSELF SAFE	RIGHTS AND RESPONSIBILITIES	BEING MY BEST	GROWING AND CHANGING
Kingfishers Years 5-6 2-year curriculum - Year B	ME AND MY RELATIONSHIPS	VALUING DIFFERENCE	KEEPING MYSELF SAFE	RIGHTS AND RESPONSIBILITIES	BEING MY BEST	GROWING AND CHANGING

### Debden Primary Academy Curriculum Map Science 2023-24



Class/Year	Autumn 1	Autur	nn 2	Spring 1	Spring 2		Summer 1	Summer 2
Minnows Years 1/2	everybay material  distinguish between an object and t  which it is made  identify and name a variety of ever including wood, plastic, glass, metal- describe the simple physical symbol  compare and group together a vari	he material from cyday materials, water, and rock ies of a variety of lety of everyday	SEASONAL CHANGE  -observe changes across the 4 seasons -observe and describe weather associated with the seasons and how day length varies 4 a variety of of everyday		PLANTS  -identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  -identify and describe the basic structure of a variety of common flowering plants, including trees		ANIMALS INCLUDING HUMANS  -identify and name a variety of common animals including fish, amphibilans, reptiles, birds and mammals -identify and name a variety of common animals that are removers, herblowers and omnivores -describe and compare the structure of a variety of common animals (fish, amphibilans, reptiles, birds and mammals including pets) -identify, name, draw, label the basic parts of the human body and say which part of the body is associated with each sense.	
Dragonflies Years 2/3	USES OF EVERYDAY MATI  -identify and compare the suitabilit everyday materials, including wood, mbrik, rock, paper and cardboard fo -find out how the shapes of solid object materials can be changed by squashing and stretching	y of a variety of tetal, plastic, glass, r particular uses ts made from some	LIVING THINGS AND THEIR HABITATS  -explore and compare the differences between things that are living, dead, and things that never been alive identify that most living things live in habitats to which they are suited and describe how different hibblast provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats  -describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food dientified and name different sources or food.		PLANTS  -observe and describe how seeds and builbs grow into mature plants  -find out and describe how plants need water, light and a suitable temperature to grow and stay healthy		ANIMALS INCLUDING HUMANS  -notice that animals, including humans, have offspring which grow into adults  -find out about and describe the basis needs of animals, including humans, for sarvival (water, food and air)  -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	
Frogs Year A Years 3/4	STATES OF MATTER 4  -compare and group materials together, according to whether they are solids, figuids or gases -observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Ceisius (°C) -identify the part played by evaporation and condensation in the water cycle and sascolate the rate of evaporation with temperature	FORCES AND -compare how to different -notice that som contact between magnetic forces car observe how mare repel each other a materials and -compare and gr variety of everyday basis of whether tt to a magnet, and magnetic -describe magnet, redict whether attract or ped depending on whice	hings move on surfaces we forces need 12 objects, but a tet at a distance gnets attract or and attract some onto the tet at a constant of the tet	LIVING THINGS AND THEIR HABITATS 4  -recognise the living things can be grouped in a variety of ways -explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment -recognise that environments can change and that this can sometimes pose dangers to living things	recognise that they need light in order to see things and that dark is the absence of light -notice that light is reflected from surfaces -recognise that light from the sun can be dangerous and that there are ways to depend on the light from a light source is blocked by an opaque object -find patterns in the way that the size of shadows change	-identify t need th nutrition their own -identify animals h	LS INCLUDING HUMANS 3 hat animals, including humans, hat animals, including humans, or right types and amount of one, and that they cannot make frought type through they exit that humans and some other wave skeletons and muscles for a protection and movement	REVIEW AND REVISIT



Frogs Year B Years 3/4	ROCKS 3  -compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -describe in simple terms how fossils are formed when things that have lived are trapped within rock-recognise that soils are made from rocks and organic matter	GOUND 4  -identify how sounds are made, associating some of them with something wherting recognise that vibrations from sounds travel through a medium to the ear -find patterns between the pitch of a sound and features of the object as sound and rest between the volume of a sound and the strength of the vibrations that produced it recognise that sounds spet fainter as the distance from the sound source increases	electricity 4  -identify common appliances that run on electricity construct simple series electrical access a simple series electrical access a simple series electrical a basic parts, including colls, wires, bulls, witches and buzzer -i-dentify whether or not a lamp will ight in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery -recognise that a switch opens and closes a Circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors	-identify and describe the functions of different parts of flowering plants; roots, stem/frunk, leaves and flowers e-spine the requirements of plants for life and growth (air, gight, water, nutrients for the stem of the st	Animals including Humans 4 -describe the simple functions of the basic parts of the digestive system in humans -identify the different types of teeth in humans and their simple functions -construct and interpret a variety of food chains, identifying producers, predators and prey	REVIEW AND REVISIT
Newts	PROPERTIES AND CHANGES OF MATERIALS  -compare and group together everyday materials on the basis of their properties - use knowledge of solids, fluids and gases to decide how mixtures might be separated, including through - give reasons, haved on evidence, for the particular asset of everyday materials - demonstrate that dissolving, mixing and changes of state are revenible changes - explain that some changes result in the formation of new materials.	-explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object -identify the effects of air resistance, water resistance and friction, that act between moving surfaces -recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	LIGHT  -recognise that light appears to travel in straight lines -use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye -explain that we see things because light travels from light sources to our eyes of from light sources to objects and then to our eyes -use the idea that light travels in straight lines to explain why shadows have the shape as the objects that cast them	LIVING THINGS AND THEIR HABITATS  -describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals -give reasons for classifying plants and animals based on specific characteristics	ANIMALS INCLUDING HUMANS  -describe the changes as humans develop to old age	REVIEW AND REVISIT
Kingfishers	EVOLUTION AND INHERITANCE  -recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago -recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents -identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	EARTH AND SPACE  -describe the movement of the Earth and other planets relative to the sun in the solar system -describe the movement of the moon relative to the Earth -describe the sun. Earth and moon as approximately spherical bodies -sure the idea of the Earth's contain to explain day and night and the apparent movement of the sun across the sky	-associate the brightness of a lamp or the volume of a buzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzers and the on/off position of switches user ecognised symbols when representing a simple circuit in a diagram	LIVING THINGS AND THEIR HABITATS  -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	ANIMALS INCLUDING HUMANS -identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood ovesels and blood -recognise the impact of diet, exercise, drugs and lifestyle on the way their odescribe the ways in which nutrients and water are transported within animals, including humans	REVIEW AND REVISIT

### Curriculum Map Computing



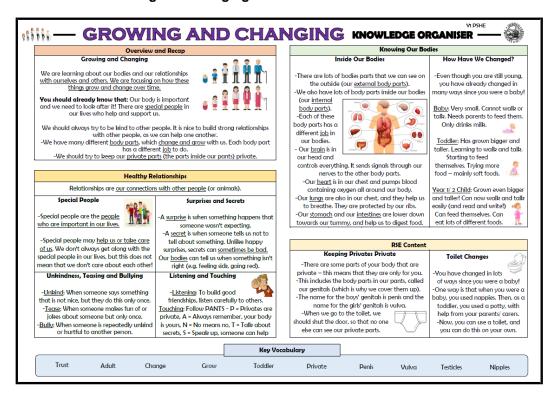
Class/Year	Autumn I	Autumn 2	Spring I	Spring 2	Summer I	Summer 2
<b>Minnows</b> Years 1-2	Creating Media -Digital Painting Microsoft Paint	Computing Systems and Networks -Technology All Around Us	Data and Information -Grouping Data	Programming -Animations in Scratch Jr. Scratch Jr.	Creating Media -Making Music Chrome Music Lab	Review/revisit and E- Safety
<b>Dragonflies</b> Years 2-3	Creating Media -Writing Microsoft Word	Computing Systems and Networks -Information Technology	Data and Information -Pictograms J2data	Programming -Quizzes in Scratch  r.  Scratch r.	Creating Media -Digital Photography Pixlr, MS PowerPoint	Review/revisit and E- Safety
Frogs – Year A Years 3-4	Creating Media -Photo Editing Paint.net, Microsoft PowerPoint	Computing Systems and Networks -Connecting Computers	Data and Information -Branching Databases J2data	Programming -Events and Actions in Scratch Scratch	Creating Media -Desktop Publishing Microsoft Publisher	Review/revisit and E- Safety
Frogs – Year B Years 3-4	Creating Media -Making Music Audacity	Computing Systems and Networks -The Internet	Data and Information -Data Logging Data logging software	Programming -Repetition in Scratch Scratch	Creating Media -Stop-Frame Animation iMotion App, MS PowerPoint.	Review/revisit and E- Safety
<b>Newts</b> Years 4-5	Creating Media -Vector Drawing Google Drawings	Computing Systems and Networks -Sharing Information	Data and Information -Flat-file Databases J2data, Microsoft Excel	Programming -Quizzes in Scratch Scratch	Creating Media -Video Animation Windows Movie Maker	Review/revisit and E- Safety
<b>Kingfishers</b> Year 6	Creating Media -Web Page Creation Google Sites, Microsoft Word	Computing Systems and Networks -Communication	Data and Information -Spreadsheets Microsoft Excel	Programming -Variables in Games Scratch	Creating Media -3D Modelling CAD for Kids, Sketch- up 3D	Review/revisit and E- Safety



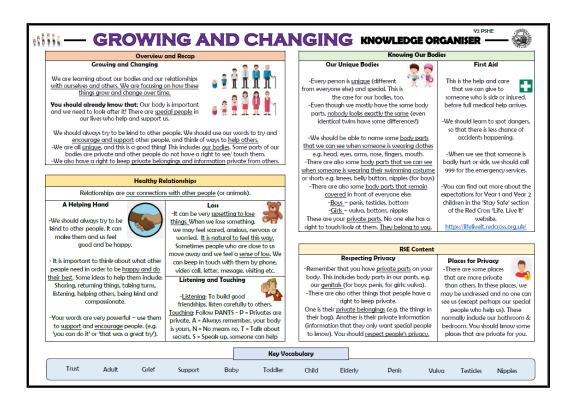
#### **APPENDIX 2**

#### Non-Statutory RSE - PSHE Content - Knowledge Organisers

#### Year 1 PSHE - Growing and Changing

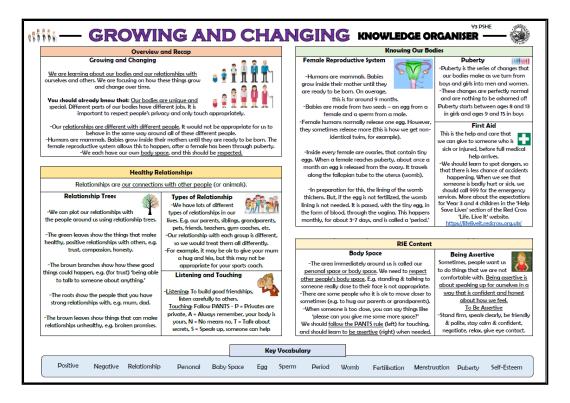


#### Year 2 Growing and Changing

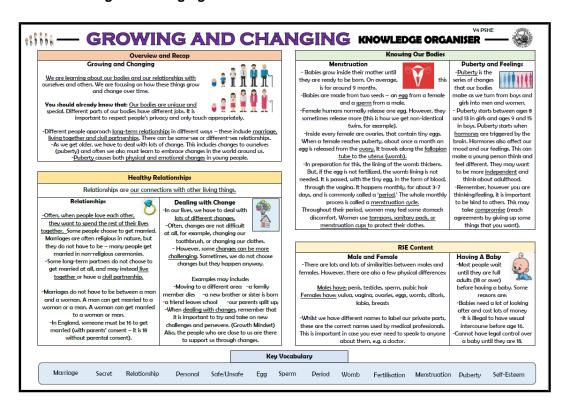




#### **Year 3 Growing and Changing**

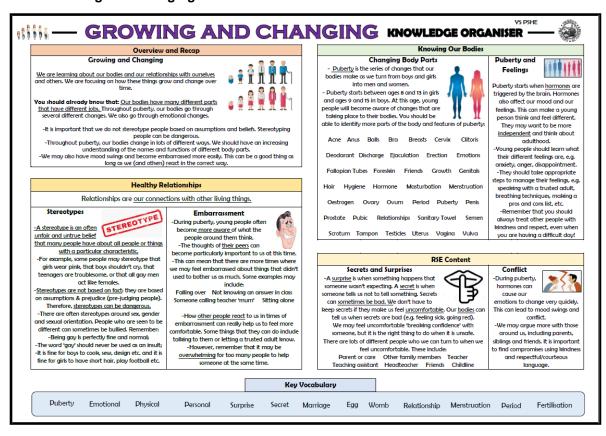


#### Year 4 Growing and Changing

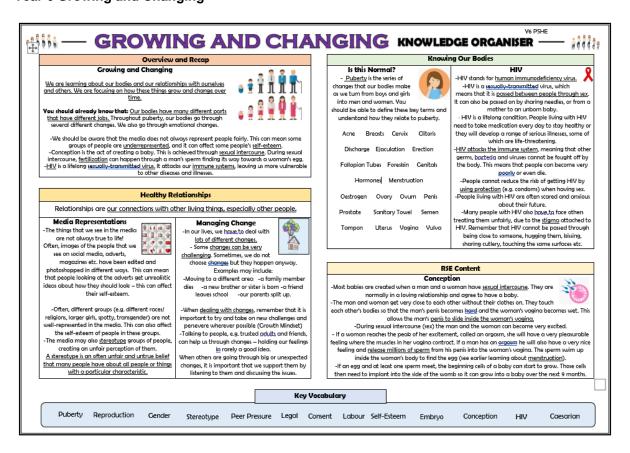




#### **Year 5 Growing and Changing**



#### Year 6 Growing and Changing





#### **APPENDIX 3**

## Parent Withdrawal Form – Non-Statutory Elements of RSE Education

Parents have a right to withdraw their children from only the <u>non-statutory sex education</u> elements of the SRE curriculum – this content is outlined in the three bullet points under 'Non-Statutory Sex Education' in our SRE policy. If you have spoken to your child's class teacher about this matter, and you would still like to remove your child from the <u>non-statutory sex education</u> elements of the curriculum, please complete the form below

SECTION A – to be con	npleted by parents		
Name of Child	Class		
Name of Parent	Date		
Reason/s for withdrawing f	rom sex education within RS	E Education	
Any other information that	you would like the school to	consider	
Parent Signature:		Date:	