



RSE (Relationships & Sex Education) Policy

Calcot Infants and Junior Schools

1. Document Control

Adopted / Adopted and Adapted / Schools own: **School's own**

Review period: **2 years**

Responsible committee: **Curriculum**

Statutory: **Statutory**

Required on website: **Yes**

Ratified by committee: **September 2023**

Review due: **September 2025**

Chair of Governors' signature: **Mrs Julia Kidd**

2. Change History

Version	Date	Amendment or No Change
1	2014 November	No changes
2	2016 November	Amended
3	2019 October	Amended
4	2021 November	Amended (appendices)
5	2023 September	Amended

3. Website History

Version	Date on website
5	2023 September

At Calcot Schools we recognise that we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

This policy has been written following consultation with staff, governors, parents and carers at Calcot Schools.

We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as; naming their body parts, puberty, menstruation, the variety of family structures, gender identity, and gender equality. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Subject Content:

In school we meet the learning objectives as set out in the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 for primary schools with a whole school approach. We cover this curriculum through PSHE, Science, RE and Citizenship lessons.

We believe it is important that this material is delivered by teachers who know the children well, as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their form vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class and in collaboration with parents and carers.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. It is designed to build self-esteem and to explore personal identity. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours.

It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.

In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

Please see the mapping document below which shows curriculum mapping by term for PSHE, RSE, Assemblies and Online Safety.

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School Assemblies and Specific days/weeks	School Values – 3Rs Manners European day of Language Black History Divali British Values/Citizenship Mental Health Hello Yellow Day	Remembrance, Anti-Bullying Patience Manners Safety (Bonfire Night) Christmas around the world (Tolerance and Respect) Anti-Bullying Week – Odd Socks Day	New Beginnings Manners Buddha's Enlightenment Chinese New Year Martin Luther King Day Tolerance Mental Health Awareness week Safer Internet Day	Aspirations – Female Scientists and Engineers Ramadan (Lunch time group) Holi World Book Day Red Nose Day	Eid Environmental issues and sustainability. Random Acts of Kindness Friendship Sports week – alternative Olympics Road Safety Awareness	PCSOs – antisocial behaviour and social media. Age of criminal responsibility Healthy Living Transition and change Celebration of Culture through Arts Week Careers and Aspirations
	CULTURAL CAPITAL ASSEMBLIES EVERY WEEK					
Year 3	PSHE and RSE curriculum: Self-identity and worth Setting personal goals Positivity and challenges Responsible choices Empathy ICT curriculum: Online safety Password privacy Appropriate ratings Emotional effects Cyber bullying Reporting problems	PSHE and RSE curriculum: Families and their differences Family conflict and how to manage Witnessing bullying and how to solve it Recognising how words can be hurtful	PSHE and RSE curriculum: Simple budgeting Managing feelings Recognising and overcoming obstacles Dreams and ambitions	PSHE and RSE curriculum: Exercise Fitness Food labelling and healthy swaps Keeping healthy Attitude to drugs Household drugs can be harmful Keeping safe and how it is important online and offline Respect for myself Healthy and safe choices	Water Safety as part of Swimming PSHE and RSE curriculum: Friendship and negotiation Keeping safe on line and who to go to for help Global citizenship How my choices affect others Awareness of other children and how their lives might be different	PSHE and RSE curriculum: How babies grow Understanding babies needs Outside and inside body changes Family stereotypes Challenging my ideas and preparing for transition
Year 4	PSHE and RSE curriculum: Being a school citizen Rights and responsibility Democracy Group decision making Having a voice What motivates behaviour ICT curriculum: Online safety, Phishing Malware/viruses, Plagiarism, Screen time Evaluate online content	PSHE and RSE curriculum: Challenging assumptions Judging by appearance Accepting self and others Understanding bullying and influences Problem solving	PSHE and RSE curriculum: Overcoming disappointment Creating new and realistic dreams Working in a group Resilience Positive attitudes	PSHE and RSE curriculum: Healthy friendships Group dynamics Smoking and alcohol Peer pressure Celebrating inner strength	Water Safety as part of Swimming PSHE and RSE curriculum: Jealousy, Love and Loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends	PSHE and RSE curriculum: Being unique and having a baby Girls and puberty Confidence and change Accepting change Environmental change Preparing for transition
Year 5	PSHE and RSE curriculum: Being a good citizen Rights and responsibility Rewards and consequences How behaviour affects groups Democracy – having a voice and participating ICT curriculum Online safety Responsibility to others when sharing Sources of support Sharing passwords SMART rules	PSHE and RSE curriculum: Cultural differences and how they can cause conflict Racism Types of bullying Material health and happiness Enjoying and respecting other cultures	PSHE and RSE curriculum: Future dreams Importance of money Jobs and career Dream jobs and how to get there Goals and different cultures Supporting others Motivation	PSHE and RSE curriculum: Smoking and vaping Alcohol Alcohol and antisocial behaviour Emergency aid Relationships with food Healthy choices	Water Safety as part of Swimming Bike ability PSHE and RSE curriculum: Self-worth and self-recognition Building self esteem Safer online communities Rights and responsibilities on line Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	PSHE and RSE curriculum: Self and body image Influence of online and media on body image Puberty Conception Age of consent Growing responsibility Coping with change
Year 6	PSHE and RSE curriculum: Global citizenship Children's universal rights Feeling valued Group dynamics Democracy – having a voice Antisocial behaviour role modelling Financial awareness – visiting governor ICT curriculum Online safety Responsibility to others when sharing Minimising exposure to risks Screen time Being a bystander	PSHE and RSE curriculum: Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion and Exclusion Differences as conflict Differences as celebration Empathy	PSHE and RSE curriculum: Personal learning goals Success criteria Emotions and success Making a difference in the world Motivation Recognising achievements and compliments	PSHE and RSE curriculum: Taking personal responsibility How substances affect the body Exploitation and county lines and gang culture Emotional and mental health Managing stress	Water Safety as part of Swimming Bike ability PSHE and RSE curriculum: Mental health Identifying worries and sources of support Love and loss Power and control Assertiveness Technology safety and taking responsibility for technology use.	Safe self-rescue in different water-based situations Arson and Fire safety Police: Safety in the community, criminal responsibility PSHE and RSE curriculum: Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends, Girlfriends and sexting Preparing for transition

By the end of primary school, pupils will have been taught content on:

Families and people who care for me	<p>Pupils should know</p> <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 marriage¹ 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	<p>Pupils should know</p> <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.

Respectful relationships	<p>Pupils should know</p> <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.
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Online relationships	<p>Pupils should know</p> <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.
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Being safe	<p>Pupils should know</p> <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.
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Health Education

By the end of primary school, pupils will have been taught content on:

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
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	<ul style="list-style-type: none"> • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

The important lessons parents teach their child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons parents teach their children as they grow up.

Schools are required to ensure their teaching reflects the age and religious background of their pupils. Parents/carers will receive curriculum maps every term and will be invited in to discuss SRE curriculum. If you would like the detailed plans and resources used for this area of the curriculum, please speak to your child's class teacher.

We deliver a programme of study split into four areas:

- Celebrating differences and being me
- Changes including sex education
- Healthy me
- Relationships

Children cover this as part of PSHE lessons every week from Y1 to Y6. Some aspects are also covered within assemblies, PE, RE, ICT and Science lessons. Please see the breakdown of coverage for every year within these four areas.

Celebrating differences and Being me					
Key Stage 1		Key Stage 2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I understand the rights and responsibilities as a member of the class.	I can identify my hopes and fears.	I understand that everybody's family is different and important to them.	I understand that sometimes we make assumptions based on people's appearance.	I can face new challenges positively and can set new goals.	I can identify goals for the future and understand fears and worries about the future.
I can recognise the choices I make and understand the consequences.	I can understand the rights and responsibilities for being a member of my class and school	I understand that different and conflicts sometimes happen among family members	I understand what influences me to make assumptions.	I understand my right and responsibilities as a British citizen and as a member of my school.	I know the universal right for all children but know that for many children these rights are not met.
I can identify similarities and difference between people in my class	I can listen to other people and contribute my own ideas about rewards and consequences.	I know what it means to be a witness to bullying.	I know that bullying is hard to spot and I know what to do if I see it going on.	I can make choices about my own behaviour because I understand how rewards and consequences feel.	I understand that my actions affect others locally and globally.
I can tell you what bullying is and know who to speak to if I feel unhappy or being bullied.	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).	I know that witnesses can make the situation better or worse by what they do.	I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.	I understand how an individual's behaviour can impact on a group.	I understand how democracy and having a voice benefits the school community.
I know how to make new friends.	I understand that bullying is sometimes about differences.	I recognise that some words are used in hurtful ways. I can tell you about a time when my words affected someone's feelings and what the consequences were.	I can identify what is special about me and value the ways in which I am unique.	I understand how democracy and having a voice benefits the school community and know how to participate in this.	I understand there are different perceptions about what normal means. I can explain ways in which difference can be a source of conflict and a cause for celebration.
I can tell you some ways I am different from my friends	I can recognise what is right and wrong and know how to look after myself.	I recognise my worth and can identify positive things about myself and my achievements-I can set goals.	I can tell you about my dreams and hopes.	I understand that cultural differences sometimes cause conflict.	I understand how having a disability could affect someone's life. I can give examples of people with disabilities who lead amazing lives.
I can set simple goal and work out how to achieve it.	I can choose a realistic goal and persevere when I find tasks difficult.	I can face new challenges positively, make responsible choices	I know that hopes and dreams do not always come true and that this can hurt.	I understand what racism is.	I can explain some of the ways in which one person or a group can have power over another.

		and ask for help when I need it.	I know how reflecting on positive experiences can help me counteract disappointment.		
I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them.	I can recognise who it is easy for me to work with and who it is more difficult for me to work with.	I understand that my actions affect myself and others and I care about other people's feelings. I know that my actions affect others and try to see things from their point of view.	I can set new goals and work out the steps to achieving them.	Understand how rumour-spreading and name calling can be bullying behaviours. I can explain the differences between direct and indirect bullying.	I know some the reasons why people use bullying behaviours.
				I can compare my life with people in the developing world.	
				I know about a range of jobs carried out and have explore how much people earn in different jobs. I can identify a job I would like to do in the future and what I need to do to achieve it.	
				I understand that communicating with someone in a different culture means we can learn from each other.	
				I can encourage my peers to support young people here and abroad to meet their aspirations.	

Changes – including Sex education					
Key Stage 1		Key Stage 2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I am starting to understand the life cycles of animals and humans.	I can recognise cycles of life in nature.	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.	Understand that some personal characteristics have come from my birth parents and this has happened because I am made from the joining of their egg and sperm.	I am aware of my own self image and how my body image fits into that. (Respectful relationships)	I am aware of my own self-image and how my body image fits into that. (Respectful relationships)
I can tell you some things about me that have changed and some things that have stayed the same.	I can tell you about the natural process of growing from young to old and understand that this is not in my control.	I understand how babies grow and I develop in the mother's uterus. I understand what a baby needs to live and grow.	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby.	I can explain how a girls's body changes during puberty and understand the importance of looking after yourself physically and emotionally (Mental wellbeing)	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. (Mental wellbeing)
I can tell you how my body has changed since I was a baby.	I can recognise the physical differences between boys and girls, use the correct scientific names for parts of the body	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls'	Describe how a girl's body changes in order for her to be able to have babies-menstruation. (Changing adolescent body)	I can describe how boys' and girls' bodies change during puberty.	I can ask the questions I need answered about changes during puberty. (Science Upper KS2)

	(including penis, testicles, vagina) Appreciate that some parts of my body are private. (Being Safe)	bodies change on the outside during this growing up process.			
I can identify the parts of the body that make boys different to girls and can use the correct scientific names-penis, testicles, vagina.	I understand there are different types of touch and can tell you which ones I like and don't like. NSPCC PANTS rule (Being Safe)	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.		I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.	I can describe how a baby develops from conception through the nine months of pregnancy and how it is born.
		I understand there are different types of touch and can tell you which ones I like and don't like. NSPCC PANTS rule (Being Safe)		I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). (Mental Well being)	I understand how being physically attracted to someone changes the nature of the relationship. (Respectful relationships)
		I can start to recognise stereotypical ideas I might have about parenting and family roles. (Families and people who care for me)			

Healthy Me					
Some elements of this will be covered in PE and Science lessons					
Key Stage 1		Key Stage 2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I understand the difference between healthy and unhealthy and can make healthy choices.	I know what I need to keep my body healthy.	I understand how exercise affects by body and know why my heart and lungs are such important organs. I know why my heart and lungs are such important organs.	I know myself well enough to have a clear picture of what I believe is right and wrong.	I know the health risks of smoking and can tell you how it affects the lungs.	I know the impact of food on my body e.g. creating energy, giving comfort and altering mood.
I know how to keep myself clean and healthy, and understand how germs cause disease/illness.	I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.	I can tell you my knowledge and attitude towards drugs. I understand that, like medicines, some household substances can be harmful if not used correctly.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want.	I know some of the risks of misusing alcohol, including anti-social behaviour and how it affects the liver and heart.	I know about different types of drugs and their uses and their effects on the body. I can evaluate when alcohol is being used responsibly, anti-socially or being misused.
I know that all household products including medicines can be harmful. I understand that medicines can help me if I feel poorly and I know how to use them safely.	I understand how medicines work in my body and how important it is to use them safely.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.	I understand the facts about alcohol and its effect on health, particularly the liver, and also some of the reasons some people drink alcohol.	I know and can carry out basic first aid procedures.	I know and can carry out basic first aid procedures. I understand what it means to be emotionally well.

I know how to keep safe when crossing the road and about people who can help me to stay safe.	I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I can make some healthy snacks and explain why they are good for my body.	I understand how complex my body is and how important it is to take care of it.		I understand how the media and celebrity culture promotes certain body types.	I can recognise triggers when I feel stressed and how stress can cause alcohol misuse.
				I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.	

Relationships – Some elements will be taught in ICT lessons

Key Stage 1		Key Stage 2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can identify the members of my family and understand that there are lots of different types of families. (Families and people who care for me)	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. (Families and people who care for me)	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. (Families and people who care for me)	I can recognise how different friendship groups are formed and how I fit into them. (Caring friendships)	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. (Caring friendships)	I can identify the most significant people to be in my life so far. (Families and people who care for me)
I can identify what being a good friend means to me. (Caring Friendships)	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not (Families and people who care for me)	I can identify and put into practice some of the skills of friendships e.g. turn taking, being a good listener. (Caring Friendships)		I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean. (Respectful relationships) (People who care for me) (Being safe)	I know some of the feelings we can have when someone dies or leaves. I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. (Mental well-being)
I know appropriate ways of physical contact to greet my friends and know which ways I prefer. (Being Safe)	I can identify some of the things that cause conflict with my friends. (Caring Friendships)	I know and can use some strategies for keeping myself safe. (Being Safe)	Identify web of relationships I am part of. (Families and people who care for me) (Caring friendships) (Respectful relationships) (Online relationships)	I understand how to stay safe when using technology to communicate with my friends. (Internet safety and harms)	I can recognise when people are trying to gain power or control. (Respectful relationships) (Being safe)
I know who can help me in the school community. (Being Safe)	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. (Being Safe)	I can explain how some of the actions and work of people around the world help and influence my life. (Respectful relationships)			I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening. (Internet safety and harms)
I can recognise my qualities as a person and a friend. (Caring Friendships)	I can recognise and appreciate people who can help me in my family, my school and community. (Families and people who care for me)	I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.	Identify someone I love and express why they are special to me. (Families and people who care for me)		I can use technology positively and safely to communicate with my friends and family.

		(Families and people who care for me)			(Online relationships) (Internet safety and harms)
I can tell you why I appreciate someone who is special to me. (Families and people who care for me)		I know how to express my appreciation to my friends and family. (Respectful relationships)	Begin to discuss someone I no longer see-death. (Mental Well being)		I can identify what I am looking forward to and what worries me about the transition to secondary school. (Mental Well being)
Changes- I can tell you about changes that have happened in my life. (Mental Well being)		I can identify what I am looking forward to when I am in Year 4. (Mental Well being)	Different point of view-animal rights. Special pets. Know how to show love and appreciation to the people and animals who are special to me. (Respectful relationships)		
			Changes- identifying changes that are out of my control and identify changes the chd are looking forward to next year. (Mental Well being)		

Defining Sex Education at Primary School:

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools, Sex education is currently **not** compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

As set out in the guidance it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools already choose to teach some aspects of sex education and will continue to do so.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.

In our school sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a

baby is conceived and formed as set out in human life cycle set out in the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls' and boys' bodies function and change as they grow into adults.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age-appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

Answering Children's Questions:

We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smart phone. In the age of information, where children in primary have access to tablets, smart phones and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.

Staff will received training as to how to deal with children's questions age appropriately. This will be done consistently across the school as follows:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
- If a question is relevant an appropriate for the whole class, we will answer it to the whole group.
- However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
- If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: *"that is fantastic question, hold that thought, I am going to set*

everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working.”

Or “Let me have a think about it and once I know the best way to explain it clearly I will come back to you”

This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.

- If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.
- Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

Right to withdraw your child

We believe that successful teaching around RSE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSE as we recognise it can be a sensitive subject for some families for a number of reasons.

All new parents to our school will be given information about the RSE programmes we run as part of their induction to the school, including information of how they can get a copy of this policy.

We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. We cover sex education with children in Year 5 and 6. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. However, the science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

If parents do decide to withdraw their child, they should inform the head by putting the request in writing who will find other provision for the child to engage in during the lesson.

Currently, head teachers must comply with requests to withdraw from any non-statutory lessons in the programme.

Policy on Menstruation

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period.

We recognise that period poverty exists in the UK and that some children are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our school and will make every reasonable effort to support children to access their education and enjoy school.

Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school even in year 4. For this reason we deliver puberty lessons to all children in year 4, 5 & 6.

As part of these lessons all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively.

Menstruation is a healthy biological function for 50% of our school. It should not be something that a person is made to feel embarrassed, shameful or be teased about. As a school we need to treat each other with respect and empathy and this includes changes that take place during puberty such as menstruation.

Monitoring & Evaluation:

Children's work is collated into a PSHE scrap book. This acts as evidence of the work the children have been involved in and document their learning experiences.

Safeguarding Children:

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

It is our practice to review safeguarding procedures in team meetings before either programmes are delivered. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

Appendix 1

Questions asked by parents/carers during consultation June/July 2019

Celebrating differences and being me

Questions, concerns and comments:

- Understanding racism needs to come earlier than Y5. Understanding disabilities needs to be earlier. There is no mention of seen/unseen aspect of disabilities – is this covered?
Yes – this would be covered in similarities and differences as early as Y1 and Y2. Racism will also be covered within bullying.
- Understanding of local/global impact of actions – earlier. The idea of being a world citizen.
- Democracy and having a voice should be earlier
This is covered in British Values week for all children in an age appropriate way
- Understanding rumour spreading earlier
This may be covered when learning about bullying covered in every year group.

Changes including sex education

Questions, concerns, comments:

- Concern Y1 – Identify parts of the body. I can identify the parts of the body that make boys different to girls and can use the correct scientific names-penis, testicles, vagina. We do not feel this is age appropriate. We do not feel a five year old needs to learn this. We feel this is far too young. Children will find it funny and use such words in the playground.
- Comment: Learning about the life cycles of animals/humans are a good thing to learn about.
- Comment: NSPCC Pants rule is good to use at a young age – Year 2/3
- Is LGBT specifically covered?
No we are not specifically teaching or covering LGBT. We talk about families in general terms. While we do touch upon some families having 2 mums/2 dads, we do not discuss homosexuality. We refer to families who have step parents and therefore have 2 mums and also families where grandparents live with them or adopted children.
- What resources – verbal and visual will be used?
All resources will be shared by the class teacher before the curriculum is delivered.
- What does “touch” refer to in the teaching of the NSPCC Pants rule. Is this about masturbation?
No this is not about masturbation. This is refers to safe adults when touch may be appropriate – e.g.doctors
- How much in depth will you go into for the life cycle in Year 1? What materials will be used to cover this topic? The topics that are being covered – how much in depth and what are the topics covered?

We introduce the life cycle at a very basic level – baby, toddler, child, teenager, adult, elderly and discuss changes to our bodies in terms of getting taller and what things we are able to do at different stages in our lives such as walk and talk.

- Concern Y4: I believe they are too young to learn about making a baby and how your body changes.
- Concern Year 5: IVF to have a baby – very, very young age to learn about this – it is a great concern. Is it really necessary for a 9/10 year old to know about sexual intercourse and IVF?

This is part of sex education and as such parents can withdraw their children from this part of the curriculum,

- Concern: Our religious and cultural beliefs have a huge impact on our children's lives and we feel that a lot of the various topics and issues are irrelevant at the ages specified. Many of us prefer to teach our children when we feel it is appropriate for them.
- Comment: Understanding the concept of age. As a parent I would like to teach my children about various topics and issues at the right/appropriate time for my child.
- We have no concerns with this as it is laid out – subjects, timings or otherwise.
- I would like to see "Private parts" earlier
- I would like to see bullying in a relationship, controlling relationships in Y6
- Through KS3 in Secondary school was when I understood the "birds and bees" through the science teacher explaining biology. This was the right time and the right age. The above curriculum is too soon to teach children. My children have seen me pregnant. All they understood was they were having a new baby brother/sister and that was all they took away. If we start to teach in schools the above it opens doors to all sorts of questions and the innocent children are no longer innocent as we will be forced to explain the "birds and the bees." I do not think it is appropriate to teach the mechanics of sexual intercourse where babies come from at such a young age.
- Clarity around content combined delivery for boys and girls and separate delivery to boys and girls?

Y4: Describe how a girl's body changes in order for her to be able to have babies-menstruation. Is this just for girls or for boys as well? Will all kids have the mental capacity to understand/cope with this?

When covering puberty and menstruation we will do some lessons separately and some together. It is important for both boys and girls to have correct, factual information but we understand that some children may feel more confident asking questions in a single sex group.

Healthy Me

Questions, concerns, comments:

Year 1

- I understand the difference between healthy and unhealthy and can make healthy choices (Year 1) Is this about food?

Yes this would be about food and exercising. We do not discuss drugs or alcohol in Y1.

- I know how to keep myself clean and healthy, and understand how germs cause disease/illness. Is this about HIV?

No, we do not discuss HIV in Y1. We talk about the importance of hand washing, regular showering/bathing, cleaning teeth, washing hair...

- I know that all household products including medicines can be harmful. I understand that medicines can help me if I feel poorly and I know how to use them safely. Will you teach that parents should administer medicines?
- Yes, we would always talk about adults administering medicines as a way of using them safely.

Year 2

- I know what I need to keep my body healthy. Like what?

This would cover food and exercise as well as hygiene. We talk about the importance of hand washing, regular showering/bathing, cleaning teeth, washing hair.

- I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. What does this mean?

Year 3

- I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. Parents?

We spend a lot of time talking to the children about feeling safe and ensuring if they feel worried about anything they should speak to a trusted adult. This would include parents/teachers/other staff in school. The children are asked to identify who they would want to talk to. If they cannot think of anyone, then suggestions will be made – class teacher, TA.

Year 4

- I can recognise when people are putting me under pressure and can explain ways to resist this when I want. What does this mean?

We talk about children making their own decisions – this will be about things like who they might play with. For example, we would not expect a child to not play with another child because other friends have put them under pressure not to. We will talk to children about peer pressure and how to be a good friend to everyone.

Year 6

- I know about different types of drugs and their uses and their effects on the body. I can evaluate when alcohol is being used responsibly, anti-socially or being misused. What does this mean?

We talk about the physical and emotional dangers of alcohol and drugs and how these can impact on people's wellbeing, relationships and life. We discuss how

alcohol can be used responsibly and the laws in place to protect under 18s. We talk about drug classes and the associated sentences for possession or distribution.

- I understand what it means to be emotionally well. Mental health?
We discuss what mental health is and discuss common disorders such as anxiety, stress and depression. We acknowledge these are emotions we all feel from time to time but people are diagnosed with these as long-term problems too. We discuss solutions to improve our mental health and link this to stresses children may be currently feeling to do with school/home, such as taking a bath, going for a walk, listening to music. The most important message we get across is that people talk to someone.
- I can recognise triggers when I feel stressed and how stress can cause alcohol misuse. Is it too early to discuss this?
As above
- Negative references to alcohol – do you also consider an acceptable level of drinking?
We would refer to government guidelines for daily consumption and discuss the term 'unit' of alcohol, exploring how many units common drinks contain.

Comments:

- I understand how the media and celebrity culture promotes certain body types. Y5
Media and celebrity – move to Y3
- I would like to see smoking addressed before alcohol. Alcohol/cigarettes dealt with simultaneously and earlier than on here
- I know and can carry out basic first aid procedures. (Currently Y5) First aid needs to be taught much earlier in an age-appropriate manner

Relationships

Questions, concerns, comments:

Concerns:

- Could we as parents be given some “warning” in advance of some topics so we can prepare the children at home? (sex)
Yes, parents will always be notified before this curriculum is delivered to enable you to support your child’s learning in this part of the curriculum.
- As Muslims Islam teaches us to respect the laws of the land and respect everyone that we live with, but it also teaches us that homosexuality is forbidden. Will my children be told off if they express this view at school?
No, we will not tell children off for sharing their experiences and religious teachings from home. In school we would say: For Muslims, homosexuality is forbidden; however in Britain homosexual relationships are valued in the same way as other loving relationships.

Year 1

- How much in depth does the different types of families go in Y1?

We talk about families in general terms. While we do touch upon some families having 2 mums/2 dads, we do not discuss homosexuality. We refer to families who have step parents and therefore have 2 mums and also families where grandparents live with them or adopted children.

Year 2

- I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. More detail please?

We discuss that if a secret is something when a person is not safe or feeling sad – this will be shared to make sure we can help. If it is a ‘surprise’ for example a birthday present/party then this is a different type of ‘secret’ that would not necessarily need to be shared.

Year 3

- I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. More detail please? What do they mean about expectations about males and females? Concern that gender/sex expectations are taught in a manner which does not reflect traditional patriarchal society and that whilst there may be “expectations” these are not always/usually correct. Also difference between assumptions and reality – because you look masculine – you are therefore male. This is incorrect – assumptions/expectations can be dangerous/incorrect. Also inclusion of looking like/feeling like – “trans” people etc

We always talk to children about choices and at this stage of their education encourage children to have high aspirations about their futures. We talk about children being able to make choices which are not limited by gender.

- I know and can use some strategies for keeping myself safe. More detail please?
See above regarding keeping secrets and keeping safe.

Year 4

- Identify someone I love and express why they are special to me. More detail please?

We ask the children to think about their trusted adults and people they love; this could be family or friends.

- Changes- identifying changes that are out of my control and identify changes the child are looking forward to next year. More detail please?

Changes that children cannot control, e.g. growing taller, changing year group at school. We encourage children to be positive about starting in a new year group and what they can look forward to – e.g. new teacher, curriculum opportunities.

Year 5

- I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean. More detail please? Comment 1: With respect to having a boy/girlfriend is something we that we wouldn’t want our children to be

exposed to - cultural and religious belief.
absolutely the right timing

Comment 2: Perfect at Y5 – this is

We talk about how you can tell whether someone is a couple and what body language we may see. As part of this, we talk about the age of consent. We discuss how you would tell someone that you like them but don't feel comfortable with what they want you to do.

We discuss what being attracted to someone may look like? You like the way they look or that they are funny etc. Always emphasizing that it can be same sex or opposite sex.

- Staying safe – communication on line should be covered earlier
This will be covered in e-safety lessons as part of the ICT curriculum for every year group.

Year 6

- I can recognise when people are trying to gain power or control. Parents?
During our SRE topic, we talk about relationships and the difference between safe/stable relationships and those that make us uncomfortable. These are not always romantic relationships, but also friendships. We discuss the ability to say 'no' and to make a choice about your body and feelings.
- Technology used to gain power should be covered younger

Comments:

- Thank you for allowing us (parents) to discuss this new curriculum. We really appreciate it. Please continue to share resources and information you will be using to deliver it.

Follow up questions September 2020

Responses to questions RSE

Year 1 Celebrating differences

- What are the Jigsaw A-Z articles and how much of this will be incorporated in lesson plans. The example articles refer to one demographic of society will this be balanced with articles representing other parts of society e.g. disabled people, people of colour (BAME/ ethnic minorities), people of different cultures, people of different faiths/ religions, refugees?

The articles are not used in any of the lesson plans. They are to inform the teacher and ensure they are up to date with information. For example one of the articles is about supporting children with autism - but these are to inform staff about additional support available to them.

- What are the additional resources with respect to picture cards that will be use (if any)? Please show us the snap, happy families and pairs cards if they will be used.

The happy family cards are currently on order, they are due to be delivered this week. When they arrive, would you like to see them?

In puzzle 2 - we will be using pictures of different animals in order for them to find a partner. The idea of this exercise is for the children to find a partner (maybe someone who they wouldn't normally work with). In other circumstances where children will need to find a partner this will be done through, different cards such as animals, objects or shapes. This will not be focused on people.

- There is an activity where the children will be hugging each other in groups - will this activity go ahead considering the current covid19 situation? If not, what is the alternative to this exercise.

No this will not be the same. For example, during the game 'Huggy Bears' in puzzle piece 3 - the children will get into groups of 3 (or whatever the number is) Without touching each other. If the children are unable to do this, we will ensure that the game stops.

- Will the book 'Frog and Toad are friends' be chosen as the story for this module?

No, this book will not be used. The books that have been brought to support PSHE in year 1, this year are:

Six Dinner Sid (Inga Moore), Hug (Jez Alborough), We are going on a bear hunt (Michael Morpurgo), The family book (Todd Parr).

- Why does the teacher need to determine the pronoun for Jack in 'Jack and Jenie'?

We do not have a Jigsaw Jack in the classroom, each class has their own version, using a cuddly toy. We believe the reason the teacher is asked to determine the pronoun for Jack as Jack could for short for Jaqueline.

1VW has an elephant named Bradley

1BG has Elmer the elephant

1/2FP has Ollie the Ostrich

Year 3 Celebrating differences

- What are the Jigsaw A-Z articles and how much of this will be incorporated in lesson plans. The example articles refer to one demographic of society will this be balanced with articles representing other parts of society e.g. disabled people, people of colour (BAME/ ethnic minorities), people of different cultures, people of different faiths/ religions, refugees?

The articles are not used in any of the lesson plans. They are to inform the teacher and ensure they are up to date with information. For example one of the articles is about supporting children with autism - but these are to inform staff about additional support available to them.

How will the word 'gay' be defined to year 3? What exact words will be used?

This lesson is about teaching children about derogatory words, often when they do not understand what they mean. One of the scenarios is when children use the word "gay" in a derogatory way, alongside "idiot" and "fat." The message for the children is about how hurtful words can be and no words should be used to hurt people. The children would be told that using the word gay in a derogatory way is homophobic. We would not be defining the term in a sexual way, just the briefest explanation that gay is being attracted to or loving someone who is the same gender. They would be told, "gay" means someone who - when they are boy they have a boyfriend when they are older, or when they are a girl, they have a girlfriend when they are older.

- Will the lessons on bullying address bullying when it happens to disabled people, people of colour (BAME/ ethnic minorities), people of different cultures, people of different faiths/ religions, refugees, people not wearing the latest fashion, people who have different haircuts, people who dress differently etc.

No. The lesson will be focussed on what bullying is and the harm and distress it can cause. The lesson starts with a challenge:

"If an alien from outer space landed today and wanted to know what bullying was...how would you explain it to them?"

It would include the key features of bullying (compared to one-off incidents) which are:

- It doesn't just happen once, it goes on over time and happens again and again.
- It is deliberate: hurting someone on purpose, not accidentally.
- It is unfair: the person doing the bullying has more 'power' than the person being bullied (e.g. they may have other people helping them bully) and even if they enjoy doing the bullying, the person being bullied does not enjoy it.

It covers how a child might feel if they were being bullied in any context, being a bystander and how they could help if someone else is being bullied. It touches on cyberbullying and the consequences.

- Which book will be used in lessons 'The Family Book' and/or Tango makes 3?

We will be using one or both books in these lessons.

- The bullying story only refers to bullying of one demographic, will there be other stories to represent the bullying of disabled people, people of colour (BAME/ ethnic minorities), people of different cultures, people of different faiths/ religions, refugees, people not wearing the latest fashion, people who have different haircuts, people who dress differently etc.
- When covering bullying will children also learn being racist, anti-Semitic, Islamophobic etc are also forms of bullying?

The book will be the starting point for discussion but the message is about bullying in any context. It is about saying something unkind that is hurtful or derogatory. The teacher would say that this could be about anything - hair colour, beliefs, skin colour, religion, fashion but not all scenarios would be considered in depth as the key message is about how it feels if someone is being bullied, and how you can help.

- Will the consequence game cover bullying of disabled people, people of colour (BAME/ ethnic minorities), people of different cultures, people of different faiths/ religions, refugees, people not wearing the latest fashion, people who have different haircuts, people who dress differently etc.

It will depend on what the child write on their papers. This is about how to solve problems and takes children through the steps of reporting to a teacher when someone is unkind so this can be addressed. It is called the "Solve it together technique."

Step 1: The code - agreeing to respect each other, taking turns to speak, being honest, involving an adult if necessary and a desire to solve the problem

Step 2: Hearing both sides of the problem - listen to both sides

Step 3: Sharing feelings - say how you feel and how you think the other person might have felt

Step 4: Finding solutions - children need to think of ways they can make the situation better.

Step 5: The children choose a solution and this is implemented.

Year 5 Celebrating differences

- What are the Jigsaw A-Z articles and how much of this will be incorporated in lesson plans. The example articles refer to one demographic of society will this be balanced with articles representing other parts of society e.g. disabled people, people of colour (BAME/ ethnic minorities), people of different cultures, people of different faiths/ religions, refugees?

The articles are not used in any of the lesson plans. They are to inform the teacher and ensure they are up to date with information. For example one of the articles is about supporting children with autism - but these are to inform staff about additional support available to them.

- Will all the vocabulary be defined if so what will be definitions given? Will Anti-Semitic, Islamophobic and similar vocabulary be explained also?

We will not use these specific terms- we will discuss how people can be racist due to colour of skin/ religion/ culture etc.

Words that will be defined are:

Racism - discrimination or a negative judgement about someone due to the colour of their skin or their race and might include their beliefs or religion. All forms of racism are unacceptable.

Discrimination - treating someone differently in an unfair or negative way

Stereotypes - making a judgement about someone based on the way they look, or what they do or who they are. Eg - the mum in the family always does the cooking - there is nothing wrong with this but it should not be assumed.

Direct bullying: when the bullying is done directly to the person being bullied. He or she might be pushed, hit, tripped, texted/ emailed, or told, "No, you can't play with us", having signs made at them, etc.

Indirect bullying: bullying that happens behind someone's back, (spreading rumours, whispering, making signs to each other, stealing or damaging things without the person knowing who is doing it, excluding someone indirectly, e.g. making up excuses about why they can't come rather than telling them directly).

Homophobic - discrimination of someone who chooses to have a relationship with someone of the same gender.

Cyberbullying - bullying someone using a social media platform or device (e.g. texting)