

RSE Policy



	Name		Date
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Approved by:	Full Governing Body		18.05.2020
Version number	5	Date of next review: May 2023	September 2020 Date of new statutory guidance

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1.0 RATIONALE

At De Bohun sex education provides an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies. It is lifelong learning about physical, moral and emotional development. Our relationships and sex programme provides information, which is relevant and appropriate to the age and maturity of the children, taking into account social and religious concerns. Children are taught how their bodies work, are prepared for puberty, sexual relationships they may have in the future. It is an understanding of the importance of stable and loving relationships, respect, love and care.

Relationships Education is delivered through Personal, Social and Health Education to all pupils in Years 1 to 6. From September 2020, parents will not be able to opt out of this curriculum.

Sex Education is delivered separately to Year 6 and has a separate policy to outline the aspects that will be covered. Parents can choose to withdraw their child from Sex Education.

In both policies, there are links with the Science policy and curriculum which covers the parts of the body, puberty and changes in the body. This is delivered at an age-appropriate level from Years 1 to 6.

1.1 POLICY FORMATION AND CONSULTATION PROCESS

The PSHE leader has overall responsibility for the relationships and sex education policy.

The following stages were undertaken:

- the process for developing a relationships and sex education policy was agreed at a governors meeting on the 18th May 2020
- consultation has taken place with health professionals
- safeguarding is an integral part of our policy
- policy will be reviewed in 3 years
- parents are consulted

1.2 STATUTORY REQUIREMENTS AND GUIDANCE

Relationships and sex education will contribute to the requirements of section 1 of the 1988 Education Reform Act and the school curriculum should be one which:

- 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- prepares such pupils for the opportunities, responsibilities and experiences of adult life'

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

- Under the 1993 Education Act pupils can be withdrawn by their parents, from part of the relationships and sex education programme that is outside the compulsory elements of relationships and sex education in the National Science Curriculum.
- In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.
- The school follows the guidance set out in Relationships Education, relationships and sex education (RSE) and Health Education, February 2019

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- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education.
- The school also follows the Equality Act 2010 and the Public Sector Duty
- The school follows the guidance of the PSHE Association and uses 3-Dimensions Scheme of Work

Under the 2004 Children's Act schools are required to respond to the Every Child Counts Agenda. Relationships and sex education makes particular reference to the following objectives:

- Children and Young People are physically healthy
- Children and Young People are mentally and emotionally healthy
- Children and Young People are sexually healthy
- Children and Young People live healthy lifestyles
- Children and Young People are safe from maltreatment, neglect, violence and sexual exploitation
- Children and Young People develop positive relationships and choose not to bully or discriminate
- Children and Young People develop self-confidence and successfully deal with significant life changes and challenges
- Children and Young People engage in law-abiding and positive behaviour in and out of school

2.0 AIMS OF RELATIONSHIPS AND SEX EDUCATION

De Bohun School believes that relationships and sex education in this school will be developmental and a foundation for further development in the secondary school.

The school will work towards these aims in partnership with the parents. The aim of the relationships and sex education policy is to clarify the content and manner in which relationships and sex education will be delivered in this school.

2.1 MORAL AND VALUES FRAMEWORK

The School recognizes that it is a moral body in its own right. As part of the whole curriculum the school seeks to explore issues of right and wrong. Relationship education is a part of whole school life and all aspects of the curriculum offer opportunities to learn skills including an emphasis on respect, relationship skill building and personal development. The school recognizes that RSE is fraught with certain difficulties and whilst it acknowledges different life-style choices, it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing up of children.

Relationships Education will:

- Have a clear focus on positive, strong and healthy relationships;
- Reinforce the school's values of Relationships, Resilience, Resourceful, Risk-taking, Respect and Reflective;
- Teach respect and inclusivity and well as building life-long aspirational learners;
- Reflect the law (including the Equality Act 2010) as it applies to relationships so that young people clearly understand what the law allows and does not allow;
- Emphasise how pupils keep themselves safe both on and offline;

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2.2 EQUAL OPPORTUNITIES

De Bohun School is committed to working towards equal opportunities in all aspects of school life. All resources used will support this commitment. De Bohun believes strongly in providing education that is open and inclusive. We encourage all children to thrive as individuals and as part of a wider community that respects diversity. De Bohun pupils are thoughtful on matters relating to race, religion or belief, sexual orientation, gender and forms of disability.

De Bohun is an LGBT inclusive school. We guide all pupils toward an inclusive and accepting attitude through an RSE curriculum that reflects the daily lives of LGBT people and families. This is in line with government statutory requirements (Sept 2020) and the Equality Act 2010.

"Evidence suggests young people who identify as lesbian, gay, bisexual or trans (LGBT) are more likely to experience bullying, and this type of bullying has significant effects on educational attainment, absence levels and emotional wellbeing." Bhavini Tailor, Government Equalities Office 'Policy Advisor, LGBT policy' between Jan 2018 – Nov 2019

3.0 CONTENT

The content of the School's RSE programme is based on the National Curriculum science programme and the non-statutory guidance for PSHE/C contained in the National Curriculum Handbook for teachers. Here is a summary of the content as set out in the DFEE's Guidance 0116/ 2000

At primary school level relationships and sex education should contribute to the foundation of PSHE and citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- are prepared for puberty

Health and safety guidance for children experiencing early puberty will be offered to families from Year 4. This is as advised by Public Health England. This is not considered part of sex education, which begins for all students in Year 6 under Relationships and Sex Education.

3.1 DELIVERY OF RSE (See Appendix 2)

All staff are responsible for teaching about and modelling good relationships within the School. Much of the general work in the school is based on good relationships and in this regard RSE is supported by the School's behaviour management policy and other aspects of whole school life. It is also the responsibility of the whole staff to deliver the National Curriculum science programme.

Curriculum links are made in relationship education across EYFS, Key Stage 1 and Key Stage 2 and skills are developed through the 'Learning to learn' skills, team work skills in PE and through the implementation of the PSHE and RE curriculum. Children will have the opportunity to demonstrate a secure progression in relationship skills through the development of social skills, conflict resolution and peer mediation.

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3.2 USE OF OUTSIDE AGENCIES

Careful consideration is given to the content, co-ordination and consistency of messages presented to children and an outside organisation is only used to enhance the current programme, not to replace teacher led delivery. All organisations and visitors, who visit to provide curriculum support are issued with a code of conduct.

3.3 TEACHING AND RESOURCING

In the delivery of RSE teachers will use a variety of teaching methods and resource. The following are recognized methods for the effective delivery of RSE:

- Discussion
- Drama and role-play
- Research and presentation
- Use of outside health professionals

Teachers will also use other teaching methods to enable pupils to learn about RSE, which are age appropriate, taking into account the developmental needs of individual pupils. The school nurse is available to support the teaching of RSE.

Boys and Girls will mainly be taught together in class, but may be split up afterwards for separate follow-up discussion with the class teachers.

3.4 DEALING WITH SENSITIVE ISSUES

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. The following are protocols for discussion based lessons with Pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in discussions;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way; and
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer the question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the School's Child Protection Policy.

4.0 PROVISION FOR PUBERTAL PUPILS

Sanitary Disposal Units are located in the cubicles of the adult toilets, that children are invited to use under supervision of the welfare team.

5.0 PARTNERSHIP WITH PARENTS

The school works closely with parents as we believe that children benefit from being given consistent messages about their changing bodies and their increasing responsibilities. We invite parents/carers of pupils in Y5 and Y6 to view the materials we use in our teaching and to discuss the programme of lessons and how they are taught. Parents have the right to withdraw their children from RSE that falls outside the National curriculum science programme. Please write to the Head teacher. When they receive the letter he/she will invite

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the parents to a meeting, at which they will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parent. If it is not possible to accommodate their needs the child will be withdrawn from the RSE lesson and placed in another class where suitable work and supervision will be provided. A copy of this policy will be made available to all parents who request it.

5.1 PARENTS RIGHT TO WITHDRAW

In the 2019/20 academic year, parents will have the right to withdraw their child from Relationships Education and can do so by writing to the Headteacher.

From September 2020, parents/carers will not have the right to withdraw their children from Relationships Education. This is set out in the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, which makes Relationships Education compulsory for all pupils receiving primary education. Parents/carers have the right to withdraw their children from the sex education delivered to Year 6.

6.0 HIV/AIDS POLICY

The school follows the procedure outlined by Enfield Borough Council with regard for supporting pupils or staff infected or affected by HIV/AIDS.

7.0 COMPLAINTS PROCEDURE

Any complaints about the relationships and sex education programme should be made to the Headteacher who will report the concerns to the governing body.

8.0 DISSEMINATION OF THE POLICY

All staff members and governors will receive a copy of this policy. Several copies are available for loan from the secretary's office on request. A short summary of this policy will be included in the school prospectus. The policy is published on the schools website.

9.0 RESPONSIBILITY

The Governing Body will approve the Relationships policy, and hold the headteacher to account for its implementation. After the initial development of the policy, the governing body will delegate the approval of this policy to the Standards & Achievement Committee.

The headteacher is responsible for ensuring that the Relationships policy is taught consistently across the school.

Staff are responsible for:

- Delivering RSE in a sensitive way and by adhering to the policy and guidance
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils
- Ensuring all pupils (including those with additional needs) are able to access the lessons.

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the headteacher.

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10.0 ASSESSMENT, MONITORING AND REVIEW

Teachers assess the children's work in relationships and sex education both by making informal judgments' as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

The delivery of Relationships Education is monitored by the School Leadership Team through a variety of ways, which may include planning scrutinies and learning walks etc.

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

This policy will be reviewed by the headteacher every three years which will include ratification by the Governing Body.

11.0 LINKS TO OTHER POLICIES AND SUBJECT AREAS

- Equality
- Behaviour and Anti Bullying
- Child Protection
- SEND
- Teaching and Learning
- Vision, values, ethos and 'Learning to learn skills'
- Parent, school and pupil agreement
- E Safety
- Science

11.1 NATIONAL CURRICULUM SCIENCE (See Appendix 3)

The school recognizes that RSE must be taught at both Key Stages (See Appendix 2.1 and 2.2). Whenever RSE appears in the School's PSHE/C programme in a discrete fashion, the class teacher will inform parents about the issues to be covered and seek their support in exploring these issues in the home context.

The PSHE Scheme that De Bohun School is using is 3Dimensions. This scheme is separated into year groups.

In Year 5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty. Children in year 5 will know about and understand the physical, mental and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene

In year 6, children are taught to know how and understand why close relationships are formed, especially during adolescence. They will understand why friendship is important, know the features of a healthy relationship and recognise how new relationships may develop. They will recognise that positive friendships and relationships can promote health and wellbeing and learn about the many different types of relationships that exist. Children will learn about sex and what it is. They will learn to judge what kind of physical contact is acceptable or unacceptable in relationships and identify how to find information and advice through help lines. Children will learn about gender identities and have an awareness of transgender issues.

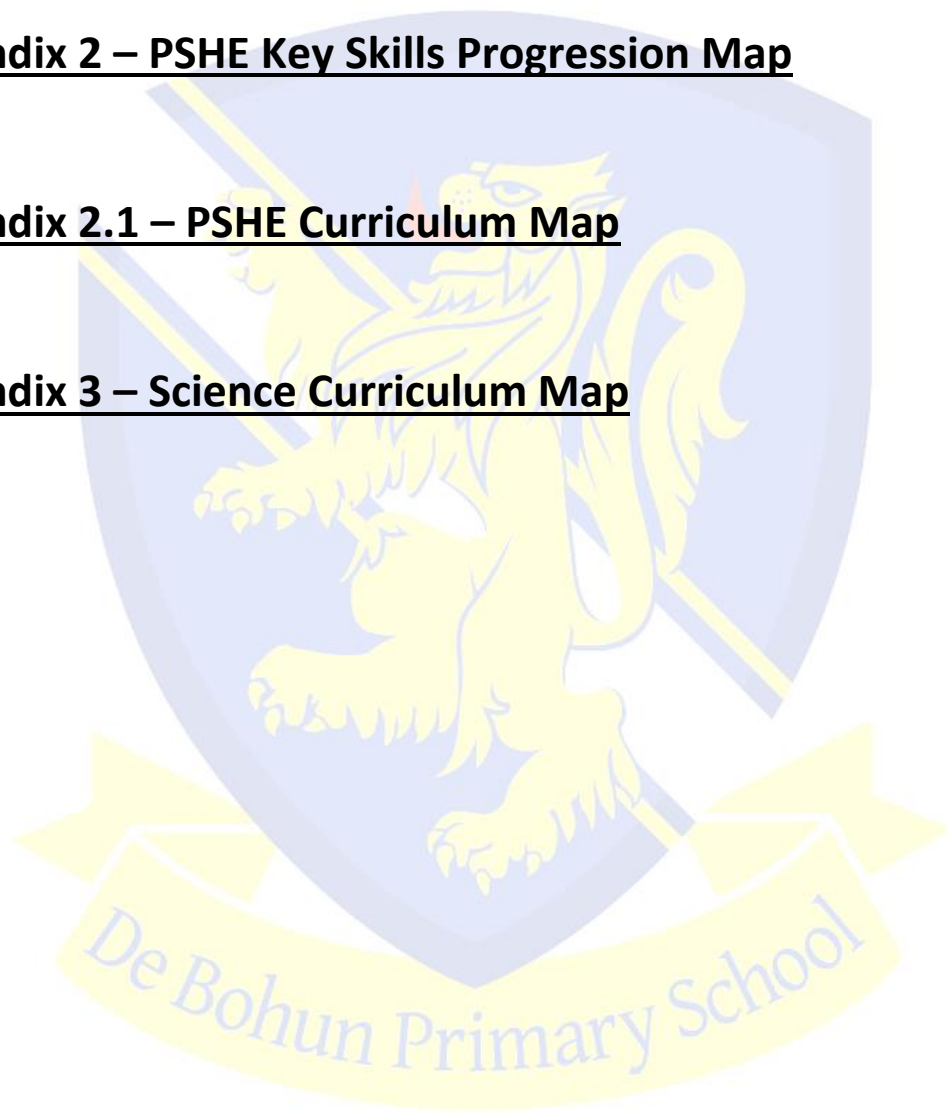
Appendices

Appendix 1 – Expectations – What pupils should know by the end of Primary School (Year 6)

Appendix 2 – PSHE Key Skills Progression Map

Appendix 2.1 – PSHE Curriculum Map

Appendix 3 – Science Curriculum Map



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Appendix 1

KS1

Core Theme 1 Health and Wellbeing

Healthy Lifestyles

Hygiene

Changing and Growing

Emotions

Keeping Safe

Core Theme 2 Relationships

Communication

Bullying

Fairness

Family and Friends

Core Theme 3 Living in the Wider World

Rules and Responsibilities

Communities

Money and Finance

LKS2

Core Theme 1 Health and Wellbeing

Health

Healthy Lifestyles

Nutrition and Food

Aspirations

Emotions

Safety

Growing and Changing

First Aid

Core Theme 2 Relationships

Communication

Collaboration

Bullying

Similarities and Differences

Healthy Relationships

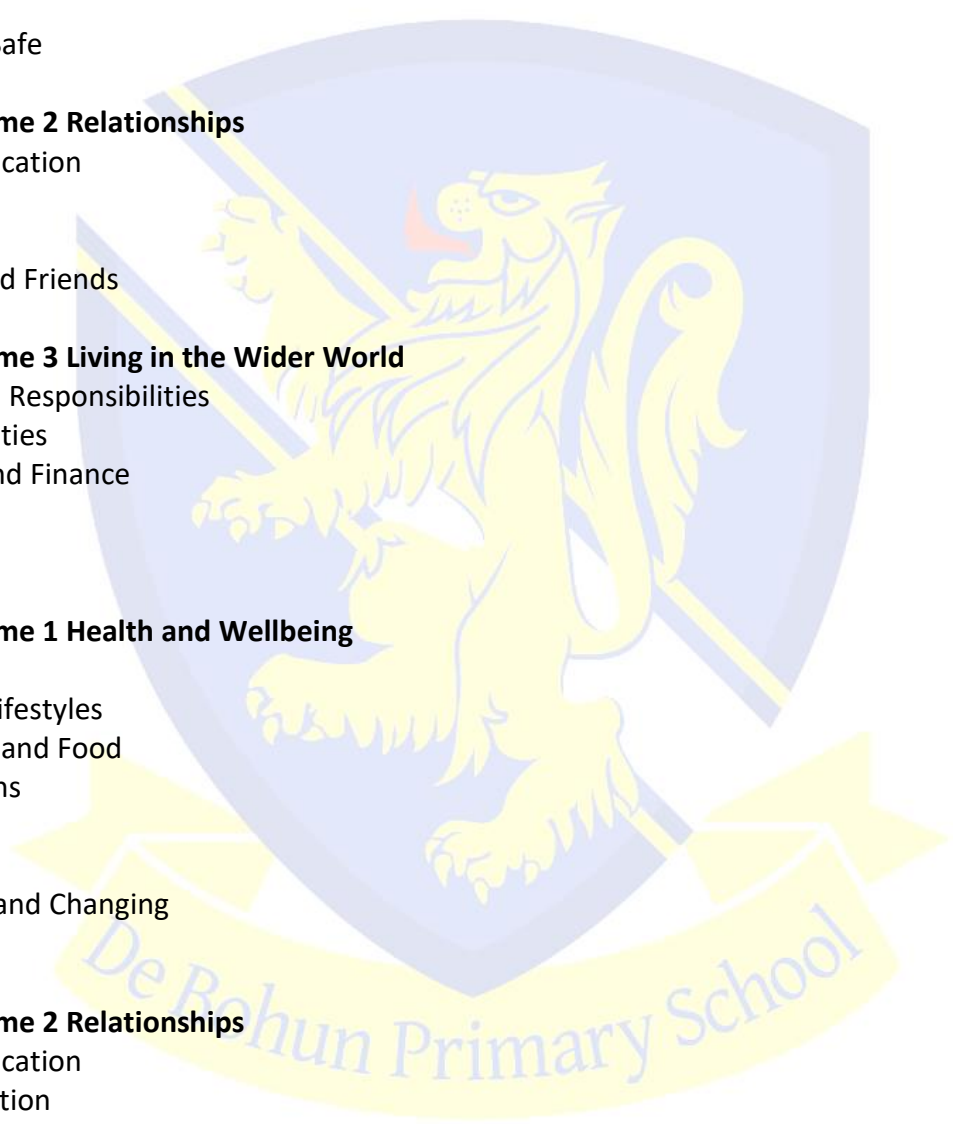
Core Theme 3 Living in the Wider World

Rules and Responsibilities

Diversity

Discrimination

Economic Awareness



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UKS2

Core Theme 1 Health and Wellbeing

Health

Nutrition and Food

Aspirations

Emotions

Safety

Sex Education

Core Theme 2 Relationships

Communication

Collaboration

Similarities and Differences

Healthy Relationships

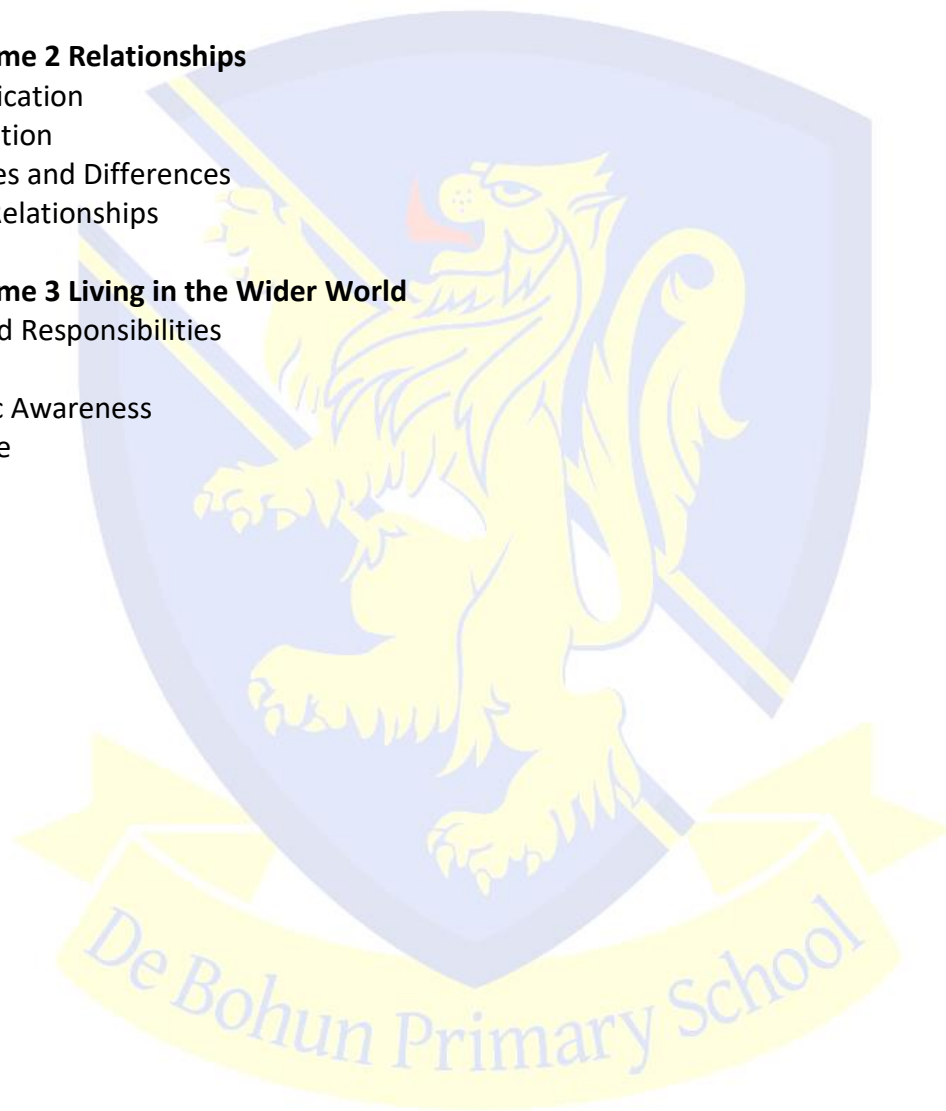
Core Theme 3 Living in the Wider World

Rights and Responsibilities

Diversity

Economic Awareness

Enterprise



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Appendix 2: PHSE Key Skills Progression Map

Year Group	Autumn	Spring	Summer
EYFS	<p>In the Early Years PSHE is taught cross curricular as part of Personal, Social and Emotional Development (PSED). PSED is split into three aspects; Making Relationships, Self Confidence and Self Awareness, and also Managing Feelings and Behaviour. PSED is usually taught as teacher led circle times which are planned discussions that encourage the children to talk about their experiences, their emotions and relationships. Lots of informal discussion are shared and often arise from incidences that may have arisen during the session. The children are encouraged to support each other to resolve social issues and develop and maintain positive relationships and friendships. We also develop class rules with the children's ideas too, which can be linked to our families at home, our whole school and also our local community which are linked to how we are expected to behave in our British society linking into the British Values.</p>		
Pre School	<p>Recognise Children are encourage to say hello to each other and also to the staff when they come into Pre-school. Staff support the children to make positive relationships and also to feel safe and secure during the Pre-school sessions.</p> <p>Reflect Children are encouraged to recognise that we are all special and are part of a Pre-school family and we are here to support each other to learn and develop new skills.</p> <p>Respond Planned circle times and also individual discussions about our families reflective of the children's questions and observation of each other. Children to acknowledge each other and staff and to communicate with them verbally and also using their name, e.g. Mrs Rodgers rather than Miss. Core Books: Za Za's Baby Brother, Owl Babies. Guess How Much I Love You.</p>	<p>Recognise Children are now familiar with the Pre-school routine and are able to follow the session routine. Encourage children to become more independent in health and self-care. Children will also be more aware of their body growing and they are able to do more physical activities more independently.</p> <p>Reflect Children are supported to ask for help with hygiene and recognise that they need to wash their hands regularly especially when they go to the toilet and before eating snacks. Talk about our bodies and how they need to be looked after and how we need to excise regularly and eat a balanced diet.</p> <p>Respond All adults to support and remind children about health and self-care. Talk about why we need to wash our hands and why our bodies need a balance diet. Planned activities based around food tasting and physical activities. Core books: Handa's surprise. I Want The Potty. Goldilocks and The Three Bears.</p>	<p>Recognise Adults to work with the children in preparation for transition from Pre-school to Nursery. The children will talk about things that they can now do that they didn't use to be able to do. Talk about how we need to move on so we can use resources that are more age appropriate to stimulate us and challenge our learning.</p> <p>Reflect Adults talk to the children about their new environment in the next term and how they will have new adults working with them.</p> <p>Respond Transition sessions for children to meet new adults and to see their new peg, toilets, snack table and environment. Children to have circle times to talk about moving on to new Nurseries, meeting and making new friends and being supported and helped by new adults. Children to access snacks independently rather than circle time snack time. Talk about sitting at the snack table, washing hands firstly, and helping themselves to snack eating an appropriate amount of snack. Core books; Pete Goes To Nursery. Topsy and Tim Start Nursery. Jasper's Beanstalk.</p>

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Nursery	<p>Recognise</p> <p>The children need to be supported and encouraged to separate from their parents at the main Nursery door and to be independent in dressing themselves.</p> <p>Reflect</p> <p>A member of staff is situated at the door to welcome the children and parents at the start of the session. Also to support the children to walk into Nursery independently once they are familiar with adults and setting. Encourage them to take off their coats and hang them up on their pegs encouraging them to put on and take off their clothes with support.</p> <p>Respond</p> <p>All adults will show the children how to put on their coats putting their arms in first with the coat lying on the floor. Adults to start zips off at the bottom and to encourage the children to finish the zipping off.</p> <p>Talk about our five senses and our bodies.</p> <p>Core books:</p> <p>Monkey Puzzle, We're Going On A Bear Hunt</p>	<p>Recognise</p> <p>Weekly PE sessions will begin. Children will be introduced to new physical skills and activities and will have to respond to new PE staff.</p> <p>Reflect</p> <p>The children will be introduced to new physical skills which will challenge them. They will have to listen to the instructions and work in small teams/pairs whilst maintaining safety skills.</p> <p>Respond</p> <p>The children will be put into small groups of mixed ability and will have a member of Nursery staff with them to support them with the new PE staff. Children will be reminded to listen carefully to the instructions so they are able to do the new PE safely without causing any injury. Children to learn about their bodies and how they use different parts of the body to help them do the different skills.</p> <p>Core books;</p> <p>Giraffes Can't Dance. Funny Bones. Oliver's Vegetables.</p>	<p>Recognise</p> <p>The children will know that some of them will be going to new schools to start Reception and they will make new friends and work with new adults.</p> <p>Reflect</p> <p>Assure the children about moving on and transition to Reception. The children will become more aware that they will be moving to a new building. Talk about the change in the day, how they will stay at school all day, have school dinners, Children to meet their new teachers and see their new classrooms within our school.</p> <p>Respond</p> <p>Children to talk about moving on and sharing their views and experiences with adults supporting them to feel safe and secure still. Adults to work with new settings to ensure the children's interests, abilities are shared with the new teachers to ensure that the children will continue to be supported to be challenged and their learning continues to be embedded.</p> <p>Core books; Topsy and Tim Start School. Would you rather? Titch</p>
Reception	<p>Recognise</p> <p>The children recognise that in the main school their daily routine is supported by a variety of different adults with different roles; teachers, support staff, kitchen staff, dinner ladies, play-ground mentors, and office staff.</p> <p>Reflect</p> <p>The children understand that our school community has lots of different roles that all support their well-being and learning. We acknowledge that everyone has a special role and that we work as a team together.</p> <p>Respond</p> <p>Circle times to talk about people who help us in our school, in our local community and in the wider world. The children will be encouraged to share their experiences and talk about job roles.</p>	<p>Recognise</p> <p>The children are becoming more aware about our world. They are beginning to ask about different foods, animals and the seasons.</p> <p>Reflect</p> <p>Adults prompt the children to talk about changes in our world, how things, animals and people grow and change and what we need to do to look after our world. Talk about feelings, helping each other and looking after things.</p> <p>Respond</p> <p>Adults plan literacy and numeracy activities which encourage the children to think about our planet. Through the Living Egg Project the children will see chicks hatch and then grow over two weeks seeing the chicks being able to fly. The children need to think about how we look after plants, where food</p>	<p>Recognise</p> <p>The children will be encouraged to be more independent to get them ready for Year One, moving out of the Early Years.</p> <p>Reflect</p> <p>The children are being more independent in their learning and are able to access resources independently to support their learning. They are increasingly becoming more confident to 'have a go' at writing, solving number problems are resolving social conflicts sometimes still needing adult support.</p> <p>Respond</p> <p>Children are actively encouraged to talk openly about their feelings, concerns and share their worries with each other and as a whole class. The children will be</p>

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	<p>Core books: People Who Help Us Series of books.</p>	<p>comes from and thinking about food around the world talking about different cultures, habitats and environments.</p> <p>Core books: Rumble In The Jungle. Houses Around The World. Olivier's Fruits.</p>	<p>introduced to subtle changes, carrying their lunch on a tray rather than the Reception trays, be responsible for bringing in their reading books/home learning and giving them to adults to changes...</p> <p>Core books: Colour Monster. Sharing A Shell.</p>
1	<p>Recognise – Recognise, name and manage their feelings in a positive way. Recognise the difference between right and wrong, fair and unfair, good and bad choices Identify different relationships that they have and why these are important</p> <p>Reflect Understand the difference between impulsive and considered behaviour.</p> <p>Respond Develop positive relationships through work and play</p> <p>Core books: I feel frightened, I feel angry, I feel worried, Today I'm a monster</p>	<p>Recognise Recognise how their behavior affects other people. Recognise why healthy eating and physical activity are beneficial</p> <p>Reflect Consider different types of teasing and bullying. Understand that bullying is wrong and know how to get help to deal with bullying.</p> <p>Respond Seek help from an appropriate adult when necessary. Manage basic personal hygiene.</p> <p>Core books: IJustWantToDoItMyWay, Willy and Hugh,</p>	<p>Recognise Recognise that there are people who care for and look after them Recognise the simple physical changes to their bodies experienced since birth</p> <p>Reflect Reflect on the similarities and differences between people</p> <p>Respond Make positive real-life choices</p> <p>Core books: The huge bag of worries, Detective dog</p>
2	<p>Recognise Identify the different types of work people do and learn about different places of work.</p> <p>Reflect Listen to and show consideration for other people's views</p> <p>Respond Share opinions on things that matter to them</p> <p>Core books: All are welcome</p>	<p>Recognise Recognise how their behaviour and that of others may influence people both positively and negatively. Recognise what they are good at,</p> <p>Reflect Identify and talk about their own and others' strengths and weaknesses and how to improve</p> <p>Respond Work and play independently and in groups, showing sensitivity to others.</p> <p>Core books: Will you be my friend?, Standing on my own two feet.</p>	<p>Recognise Recognise that some substances can help or harm the body. Recognise where money comes from and the choices people make to spend money on things they want or need.</p> <p>Reflect Understand that we cannot always afford the items we want to buy</p> <p>Respond Make simple choices that improve their health and wellbeing e.g. healthy eating Contribute to enterprise activities</p> <p>Core books: The accidental billionaire</p>

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<h1 style="text-align: center; color: black;">3</h1>	<p>Recognise Recognise that people can feel alone and misunderstood and learn how to give appropriate support. Recognise why people work Identify the range of jobs carried out by the people they know Recognise what influences the choices people make about how money is spent.</p> <p>Reflect Listen to, reflect on and show consideration and respect for other people's views and feelings</p> <p>Respond Use ICT safely including keeping electronic data secure Use strategies to stay safe when using ICT and the internet Work co-operatively, showing fairness and consideration to others</p> <p>Core books: I want to be a police officer, Chicken Clicking, Staying safe online</p>	<p>Recognise Face new challenges positively and know when to seek help</p> <p>Reflect Explore the relationships and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle</p> <p>Respond Begin to make informed lifestyle choices Follow school rules about health and safety and know where to get help</p> <p>Core books: The Sugar story, My amazing body</p>	<p>Recognise Show awareness of changes that take place as they grow Recognise that there are medicines and some other substances that can be used in a safe way to improve health To recognise that all families look different</p> <p>Reflect Understand the nature and consequences of negative behaviors such as bullying, aggressiveness</p> <p>Respond Extend strategies to cope with risky situations Behave safely and responsibly in different situations</p> <p>Core books: And Tango makes three, Mommy, Mama and Me, The family book</p>
<h1 style="text-align: center; color: black;">4</h1>	<p>Recognise Recognise their strengths and how they can contribute to different groups</p> <p>Reflect Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements Reflect on own mistakes and make amends</p> <p>Respond Talk about their views on issues that affect themselves and their class Begin to make responsible choices and consider consequences</p> <p>Core books: I don't want to be a frog, badgers parting gifts</p>	<p>Recognise Recognise the factors influencing opinion and choice, including the media Show awareness of issues affecting communities and groups Recognise the importance of local organisations in providing for the needs of the local communities</p> <p>Reflect Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally</p> <p>Respond Make decisions, giving consideration to the impact they may have on others</p> <p>Core books: The accidental prime minister, The accidental president.</p>	<p>Recognise Recognise stereotyping and discrimination Recognise peoples differences and similarities</p> <p>Reflect Negotiate and present their own ideas Consider the impact that discrimination has on people's lives and reflect on ways that this can be stopped Value peoples differences and similarities</p> <p>Respond Challenge stereotyping and discrimination and think about way that this can be stopped</p> <p>Core books: Is he a girl?, Bill's new frock</p>

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<p>5</p>	<p>Recognise Recognise how rights need to be balanced against responsibilities in order to protect individuals and communities from injustice</p> <p>Reflect Consider the main features of a democracy</p> <p>Respond Engage actively with democratic processes and address issues of concern to them through their actions and decision making</p> <p>Empathise with another viewpoint</p> <p>Core books: Children's rights and responsibilities</p>	<p>Recognise Identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends Recognise that people can feel alone and misunderstood and learn how to give appropriate support</p> <p>Reflect Reflect on how to deal with feelings about themselves, their family and others in a positive way</p> <p>Respond Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs</p> <p>Core books: smoking, drugs and alcohol. Some secrets should never be kept</p>	<p>Recognise Recognise that communities and the people within them are diverse, changing and interconnected</p> <p>Reflect Discuss how people can live and work together to benefit their communities</p> <p>Respond Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle Work collaboratively towards common goals</p> <p>Core books: What do you celebrate?</p>
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<p>6</p>	<p>Recognise Identify different forms of discrimination against people in societies Recognise that peoples basic needs are the same around the world, discussing why some societies are more able to meet these than others Recognise that communities and the people within them are diverse, changing and interconnected</p> <p>Reflect Talk, write and explain their views on issues that affect the wider environment Identify and talk about their own and others' strengths and weaknesses and how to improve</p> <p>Respond Begin to set personal goals Take action based on responsible choices</p> <p>Core books: Amazing Grace</p>	<p>Recognise Recognise how people manage money and learn about basic financial capability.</p> <p>Reflect Make connections between their learning, the world of work and their future economic wellbeing</p> <p>Respond Look after their money and realize that future wants and needs may be met through saving Show initiative and take responsibility for activities that develop enterprise capability.</p> <p>Core books: Money Madness,</p>	<p>Recognise Recognise that when the body changes during puberty it can affect feelings and behaviour Recognise when physical contact is acceptable and unacceptable</p> <p>Reflect Understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene</p> <p>Respond Manage changing emotions and recognize how they can impact on relationships</p> <p>Core books: I said no!, Hair in funny places, What's happening to me.</p>
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Appendix 2.1: PHSE Curriculum Map

Year Group	Autumn		Spring		Summer	
EYFS PSED Personal, social, emotional development Vocabulary progresses throughout early years. Preschool vocabulary will still be used in nursery and reception	Making Relationships	Making Relationships	Making Relationships	Making Relationships	Making Relationships	Making Relationships
	Preschool	Preschool	Preschool	Preschool	Preschool	Preschool
	Friend	Friend	Friend	Friend	Friend	Friend
	Family	Family	Family	Family	Family	Family
	Mum	Mum	Mum	Mum	Mum	Mum
	Dad	Dad	Dad	Dad	Dad	Dad
	Nursery	Nursery	Nursery	Nursery	Nursery	Nursery
	Listening	Listening	Listening	Listening	Listening	Listening
	Talking	Talking	Talking	Talking	Talking	Talking
	Kindness	Kindness	Kindness	Kindness	Kindness	Kindness
	Brother	Brother	Brother	Brother	Brother	Brother
	Sister	Sister	Sister	Sister	Sister	Sister
	Reception	Reception	Reception	Reception	Reception	Reception
	Uncle	Uncle	Uncle	Uncle	Uncle	Uncle
	Aunty	Aunty	Aunty	Aunty	Aunty	Aunty
	Cousin	Cousin	Cousin	Cousin	Cousin	Cousin
	Love	Love	Love	Love	Love	Love
	Speaking	Speaking	Speaking	Speaking	Speaking	Speaking

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	Self Confidence and Self Awareness	Self Confidence and Self Awareness	Self Confidence and Self Awareness	Self Confidence and Self Awareness	Self Confidence and Self Awareness	Self Confidence and Self Awareness
	Preschool	Preschool	Preschool	Preschool	Preschool	Preschool
	Happy	Happy	Happy	Happy	Happy	Happy
	Brave	Brave	Brave	Brave	Brave	Brave
	Strong	Strong	Strong	Strong	Strong	Strong
	Nursery	Nursery	Nursery	Nursery	Nursery	Nursery
	Proud	Proud	Proud	Proud	Proud	Proud
	Special	Special	Special	Special	Special	Special
	Reception	Reception	Reception	Reception	Reception	Reception
	Confident	Confident	Confident	Confident	Confident	Confident
	Aware	Aware	Aware	Aware	Aware	Aware
	Positive	Positive	Positive	Positive	Positive	Positive
	Managing Feelings and Behaviour	Managing Feelings and Behaviour	Managing Feelings and Behaviour	Managing Feelings and Behaviour	Managing Feelings and Behaviour	Managing Feelings and Behaviour
	Preschool	Preschool	Preschool	Preschool	Preschool	Preschool
	Feeling	Feeling	Feeling	Feeling	Feeling	Feeling
	Happy	Happy	Happy	Happy	Happy	Happy
	Sad	Sad	Sad	Sad	Sad	Sad
	Good	Good	Good	Good	Good	Good
	Bad	Bad	Bad	Bad	Bad	Bad
	Sleepy	Sleepy	Sleepy	Sleepy	Sleepy	Sleepy

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	Nursery	Nursery	Nursery	Nursery	Sleepy	Sleepy
	Angry	Angry	Angry	Angry	Nursery	Nursery
	Upset	Upset	Upset	Upset	Angry	Angry
	Cry	Cry	Cry	Cry	Upset	Upset
	Tired	Tired	Tired	Tired	Cry	Cry
	Scared	Scared	Scared	Scared	Tired	Tired
	Hurt	Hurt	Hurt	Hurt	Scared	Scared
	Behaviour	Behaviour	Behaviour	Behaviour	Hurt	Hurt
	Reception	Reception	Reception	Reception	Behaviour	Behaviour
	Confused	Confused	Confused	Confused	Reception	Reception
	Shy	Shy	Shy	Shy	Confused	Confused
	Excited	Excited	Excited	Excited	Shy	Shy
	Worried	Worried	Worried	Worried	Excited	Excited
	Positive	Positive	Positive	Positive	Worried	Worried
	Negative	Negative	Negative	Negative	Positive	Positive
					Negative	Negative
1	Relationships	Relationships	Relationships	Health and Wellbeing	Relationships	Health and Wellbeing
	Feelings	Fair and unfair	Bullying	Healthy eating		Growing up
	Co-operation	Right and wrong	Behaviour	Dental hygiene	Kindness	Personal safety
	Bored	Correct	Unkindness	Keeping clean	Family	Emotional safety

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	Happy Sad Angry Surprise Sick Embarrassed Tired Scared Share Give Receive Partner	Incorrect Equal Unequal One sided Wrongful Bad Good	Kindness Bully Rude Attitude Respect friendship	Teeth Tooth brush Tooth paste Brushing washing Shower Bath healthy unhealthy vitamins minerals balanced diet	Caring Friendly Kind Caring Members Mother Father Brother Sister Kind hearted Loving	Get dressed Clean Boy Girl Same Different Physical characteristics Gender Hair Face secrets
2	Living in the wider world Responsibility Rules and expectations Expect Respectful Respect Rules Change	Relationships Friendship Friends Enemies Kind Companion Acquaintance Caring	Health and Wellbeing Emotions Consequences Aspirations Goals Bad Good Actions	Living in the wider world Goals Belonging Local citizenship Road safety Achievement Community Local	Health and wellbeing The human body Healthy eating Physical activity Similar Different Gender roles Stereotypes	Living in the wider world Money Choices Career Jobs Pounds Pence

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3		Ownership Feelings Reflect	Brave Good listener Considerate	Proud Respected Fulfilled Powerful Loving Important Brave Remorseful Abandoned Hateful Threatened Frustrated Furious Grumpy Boisterous Scared Excited Surprise	Global Road Crossing Vehicle Zebra crossing Pelican crossing Pedestrian Traffic lights Seat belt Safe Reflective Florescent	Boy Girl Male Female Body parts Hygiene	Currency Notes Coins
		Health and wellbeing Online safety Loss and separation	Living in the wider world Rules Leadership Money	Health and wellbeing A balanced diet Physical exercise	Health and wellbeing Physical, emotional and mental health	Health and wellbeing Changing bodies	Relationships Connections Family links

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4	Loss Death Separate Divorce Trusted adult Personal information Website Internet Gaming Socialising Email Passwords	Tolerance Consequence Law Legal Illegal Democracy Liberty British vales Obey Listen Understand Pounds Currency Economy Pence Notes Coins	Balanced Diet Nutrients Healthy Carbohydrates Fats Vitamins Minerals Fibre Water Protein Sugars Gym	Emotions Health Mind Body Emotions Muscles Body	Emergency calls Similar Different Male Female Body parts Comfortable Uncomfortable Body parts Like Dislike Touch Hug Kiss Police Ambulance Fire engine 999	Religious views Family Fostering Adoption Relationship Stereotypes Gender roles Worship Genetics Religion Culture Traditions
	Relationships Reactions Self-worth	Relationships Loss and separation Family changes	Relationships Listening and responding Opinions	Living in the wider world Goals	Health and wellbeing Strengths	Relationships Working together

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5	Persistence and resilience Self esteem Dignity Self-respect Pride Proud Perseverance Continuation Determination Purpose Flexible	Friendship Loss Death Separate Divorce Trusted adult Parents Step family Half sister Half brother Friends Helping Kind Respectful Good friend Listens Advises	Fact Opinions Different Similar Answer Listening Respond Advice Respectful	Different communities Aspirations Set Ambitions Communities School Local Global Religious Ethnic Cultural LGBT Lesbian Gay Bisexual Transgender Social	Goals Aspirations Setting goals Ambitions Cooperation Self-control Enthusiasm	Gender stereotypes Team Teamwork Community LGBT Lesbian Gay Bisexual Transgender Gender Stereotype Female Male Discrimination Empowerment Perspective Social
	Living in the wider world Structure Law and order	Health and wellbeing Death and grief Managing conflict	Health and Wellbeing Food choices Drugs and alcohol	Relationships Confidentiality Listening	Health and Wellbeing Food choices Cooking	Relationships Goals Community spirit

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6		Rights		Substance abuse	Responding		
		Tolerance Consequence Law Legal Illegal Democracy Liberty British vales Obey Listen Understand Rights	Die Grief Sadness Death Pass away Argument Resolution Argue Conflict	Unhealthy Healthy Obese Drugs Tablets Alcohol Drink Abuse Unit	Secret Hidden Private Quite Respectful Answer Advice	Healthy Unhealthy Fast food Fruit Vegetables Meat Fish Plant based Vegan Vegetarian Pescatarian	Ambitions Aspirations Community Local Global Residential School Team Teamwork Helping Social
		Health and wellbeing	Relationships	Health and Wellbeing	Relationships	Living in the wider world	Living in the wider world
		Strengths Setting goals Aspirations Setting goals Ambitions Cooperation	Race and ethnicity Gender stereotypes Culture Race Ethnicity Nationality Religion	Physical, emotional and mental health Healthy lifestyle Emotions Health Mind Body Emotions	connections Links Ties Family Friendship Blood	Money and budgeting Budget Spending Expenditure Tax Insurance	Making money Wage Job Career Enterprise Profit Loss

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	Self-control	Country	Muscles	Step family		
	Enthusiasm	Gender	Body	Fostering		
	Future	Stereotype	Active	Adoption		
		Female	Gym	Marriage		
		Male		Parents		
		Discrimination		Children		
		LGBT		Genetics		
		Lesbian				
		Gay				
		Bisexual				
		Transgender				
		Empowerment				
		Culture				
		Perspective				



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Appendix 3: Science Curriculum Map

Year Group	Autumn	Spring	Summer
EYFS	Science is taught cross curricular as part through Understanding the World in the EYFS. It involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment. The children learn about our bodies and how we grow and change over the years. We encourage the children to look at our environment and how the seasons effect and change plants and animals. The children explore the outside environment in all weather conditions and seasons. Children are exposed to a range of different materials in everyday resources and are encouraged to talk about material properties, whether they can change due to temperature changes, i.e. ice to liquid, or liquid to solid, whether the material is magnetic. Children are also taught to use scientific vocabulary and to consider themselves as scientists when they explore and investigate.		
Pre-School		Our wonderful bodies Healthy food and exercise Babies into toddlers	Growing Plants, animals and humans
Nursery	Our five senses	Look at me- our bodies Movement, Types of food	Our wonderful world Animals, plants and mini-beasts
Reception	Good hygiene	Our bodies Keeping healthy Living things Types of animals & Life-cycles Materials Names and properties	Living things Plants and mini-beasts

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1	Animals and Humans	Plants	Use of every day materials
2	Animals and Humans Living things and their habitats	Plants Life cycles and pollination	Use of every day Materials
3	Animals and Humans	Forces and Magnets Plants	Light Rocks
4	Animals and Humans Living things and their habitats	States of matter	Sound Electricity
5	The Circulatory system	Living things and habitats	Properties and changes of material Forces
6	Earth and Space	Evolution and Inheritance Living things and habitats	Light Electricity