



AZBUKA Russian-English Bilingual school

Relationships Education, Sex Education and Health Education

All the Azbuka Russian-English Bilingual school policies should be read in conjunction with the Equality Policy, Safeguarding and Child Protection Policy. This policy should also be read in conjunction with all Curriculum policies (esp. PSHE at AZBUKA)

PERSON RESPONSIBLE: Head Teacher/Heads of curriculum
Approved by: Governors of AZBUKA Foundation
Approved: September 2021
DATE OF NEXT REVIEW: July 2022/ongoing

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education Act 2011
- Children and Social Act 2017

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE September 2021)
- Relationships and sex education (RSE) and health education (DfE September 2021)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Sexual Violence and Sexual Harassment between Children in Schools (DfE September 2021)
- Promoting Fundamental British Values as part of SMSC in Schools (DfE 2014)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We are aware that as from September 2020 **Relationships Education** must be taught by all primary schools in England and that Health Education will also be compulsory. In both subjects parents will not be able to request for their children to be withdrawn.

We believe that after consultation with parents that this policy meets the needs of pupils and reflects the local community. Parents were made aware that they do not have the right to veto on any part of the curriculum but they do have a role to play in the process of reviewing this policy.

We are aware that in the development of Relationships Education our main focus is ‘on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships and relationships with other children and with adults.’

Relationships Education has the following five areas of study that should be covered by the end of primary school and includes detail on what pupils should know:

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

We work hard to ensure that pupils are taught the importance of equality and respect and that all teaching is sensitive and age appropriate. Therefore, at the appropriate time we will teach pupils about LGBT issues not as stand-alone lessons but being fully integrated into their programmes of study.

We acknowledge that Sex Education is not compulsory in primary schools. However, we do have in place ‘a sex education programme that is tailored to the age and the physical and emotional maturity of the pupils’ we teach (and linked to Relationships education).

However, parents have the right to request that their child be withdrawn from sex education beyond the national curriculum for science. We ensure that when a child is withdrawn then alternative arrangements will be made for that child.

For teachers we provide training on how to handle those difficult questions about sex and sexuality that pupils might ask and which go beyond what is set out within Relationships Education.

We carry out the main sex education teaching in our Personal, Social, Health and Citizenship Education (PSHCE) curriculum. We also teach some sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child’s knowledge and understanding of his or her own body, and how it is changing and developing.

The organisation and management of our sex education programme is undertaken by subject coordinators and class teachers. The planning and delivery of the programme is undertaken by the Curriculum Leader and subject coordinators. The delivery of this programme will be flexible and it will be delivered through topics, planned aspects of science, class discussions, circle time, assemblies, and the occasional visit from the school nurse.

We ensure that all school personnel are trained to manage disclosures of any type and pupils are made aware of how to raise concerns, to make a report and how a report will be handled.

We ensure that we teach the characteristics of good **physical health and mental wellbeing**. We realise that ‘mental wellbeing is a normal part of daily life, in the same way as physical health.’

Physical health and mental wellbeing have the following eight areas of study that should be covered by the end of primary school and includes detail on what pupils should know:

- Mental well-being
- Internet safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- The changing adolescent body

We consider Relationships Education, Sex Education and Health Education complement the AZBUKA curriculum subjects of PSHE, Science, Computing and Physical Education. In our planning we look for ‘opportunities to draw links between the subjects and integrate teaching where appropriate.’

We ensure Relationships Education, Sex Education and Health Education are accessible to all pupils and we believe our flexible differentiated curriculum planning caters for pupils with SEND.

We have high expectations of our pupils and we set appropriate challenging targets. All teaching is assessed and assessments are used to identify those pupils who need extra support or intervention.

Relationships Education, Sex Education and Health Education will be assessed through consideration of pupils personal development, pupils behaviour, pupils welfare or through their spiritual, moral, social and cultural development.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To ensure compliance with all relevant legislation connected to this policy and that Relationships Education and Health Education are taught as from 2020.
- To consult with parents that this policy meets the needs of pupils and reflects the local community.
- To ensure pupils are taught the importance of equality and respect and that all teaching is sensitive and age appropriate.
- To ensure parents are aware that they have the right to request that their child be withdrawn from sex education beyond the national curriculum for science.
- To share good practice within the school and with other schools.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for Relationships Education and PSHE;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring:
 - full compliance with all statutory responsibilities;
 - the school complies with all equalities legislation;
 - funding is in place to support this policy;
 - this policy and all policies are maintained and updated regularly;
 - all policies are made available to parents;
 - the nomination of a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
 - all pupils make progress in achieving the expected educational outcomes;
 - the subjects are well led, effectively managed and well planned;
 - the quality of provision is subject to regular and effective self-evaluation;
 - the teaching is delivered in ways accessible to all pupils with SEND;
 - clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
 - the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations;
 - the involvement of the School Council in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body
 - the nomination of a link governor to:

- visit the school regularly;
 - work closely with the Headteacher and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy
- the celebration of the effort, success and achievements of pupils and school personnel;
 - the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- place a high priority on Relationships Education, Sex Education and Health Education;
- ensure that these subjects are set in the ‘context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school;
- consider how teaching in the school ‘support the development of important attributes in pupils such as honesty, kindness, tolerance, courtesy, resilience and self-efficacy;
- ‘automatically grant a request to withdraw a pupil from any sex education other than as part of the science curriculum;
- provide appropriate, purposeful education for any pupil who has been excused from sex education;
- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure risk assessments are:
 - in place and cover all aspects of this policy;
 - accurate and suitable;
 - reviewed annually;
 - easily available for all school personnel
- create an ethos that is based on the United Nations Convention on the Rights of the Child where pupils understand the importance of equality and respect the rights of others;
- endorse a curriculum that teaches children to know about their rights and to have positive attitudes to respecting the rights of others;
- use whole school assemblies well to promote the school ethos;
- work closely with the School Council and to hear their views and opinions;
- encourage pupils to form and to express their views;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- organise effective training for the teaching staff so that they can handle any difficult issues with sensitivity
- monitor the effectiveness of this policy by:

- monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils, school personnel, parents and governors
- annually report to the Governing Body on the success and development of this policy

Role of the Curriculum Leaders

The Curriculum Leaders will:

- develop a differentiated curriculum;
- work closely with English/Russian leaders to ensure Relationships Education, Sex Education and Health Education do not duplicate content covered in Abuka curriculum;
- work with external organisations in order to enhance delivery of these subjects by introducing specialist knowledge and different ways of engaging with pupils;
- ensure that the teaching delivered by a specialist teacher fits with the planned programme;
- provide strategic leadership and direction;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- explore ways of improving the curriculum and the way in which we deliver it with a view of ensuring the highest standards of delivery and consistency in pupil's learning and teaching experiences and opportunities throughout the school;
- provide an environment that is fun, stimulating and challenging to all pupils;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- equip children with a range of skills and a desire for lifelong learning;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress;
- ensure sufficient and up to date resources are in place

Role of the Coordinators

The coordinators will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the English / Russian Leader to discuss with parents:
 - the planning and delivery of these subjects;
 - any concerns they may have;
 - how to manage conversations with their children on a variety of related issues;
 - they have the right to request that their child be withdrawn from any sex education other than as part of the science curriculum
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- undertake risk assessments when required;

- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- produce differentiated curriculum planning;
- have high expectations of their pupils and set appropriate challenge within lessons;
- assess their teaching and use assessments to identify pupils who need extra support or intervention;
- be prepared for an ISA inspection;
- be trained to deal with sensitive issues;
- know how to manage disclosures of any type;
- know how to maintain an appropriate level of confidentiality;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead will:

- ensure all school personnel are trained to manage disclosures of any type;
- ensure pupils are made aware of how to raise concerns, to make a report and how a report will be handled;
- ensure school personnel are trained to deal with sensitive issues;
- be made aware of the proposed content of lessons that are safeguarding related as he/she might have local knowledge that could be of value;

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- know how to raise a concern or make a report and know how any report will be handled whether it is about them or a friend or peer;
- treating others, their work and equipment with respect;
- supporting the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaising with the school council;
- taking part in questionnaires and surveys

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be made aware of the following questions and answers as compiled by the DfE:

Q: Will my child's school have to engage with me before teaching these subjects?

A: Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE, which will inform schools' decisions on when and how certain content is covered. Effective engagement gives the space and time for parents to input, ask questions, share concerns and for the school to decide the way forward. Schools will listen to parents' views, and then make a reasonable decision as to how they wish to proceed. When and how content is taught is ultimately a decision for the school, and consultation does not provide a parental veto on curriculum content.

A school's policies for these subjects must be published online, and must be available to any individual free of charge. Schools should also ensure that, when they engage parents, they provide examples of the resources they plan to use, for example the books they will use in lessons.

Q: Will my child be taught sex education at primary? This is too young.

A: We are not introducing compulsory sex education at primary school.

We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

Many primary schools choose to teach sex education (which goes beyond the existing national curriculum for science), and we recommend that they do so, tailored to the age, physical and emotional maturity of their pupils. In those instances we recommend you discuss this with the school, to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these sex education lessons.

Q: Does the new Relationships Education and RSE curriculum take account of my faith?

A: The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core required content by reflecting their beliefs in their teaching.

In developing these subjects, we have worked with a number of representative bodies and faith organisations, representing all the major faith groups in England. Several faith organisations produce teaching materials that schools can choose to use.

Q: Do I have a right to withdraw my child from Relationships and Sex Education?

A: Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be

granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Q: Has the government listened to the views of my community in introducing these subjects?

A: A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance.

Q: Will my child be taught about LGBT relationships?

A: Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.

Pupils should receive teaching on LGBT content during their school years. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone. Primary schools are strongly encouraged and enabled to cover LGBT content when teaching about different types of families.

Secondary schools should cover LGBT content in their RSE teaching. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Q: What support will schools receive to deliver these subjects well?

A: We are investing in a central support package to help teachers introduce these subjects well and with confidence. This will include a new online service, featuring access to high quality resources, innovative training materials, case studies and an implementation guide, available from Spring 2020.

There will also be training available for teachers through existing regional networks, offering opportunities to improve subject knowledge and build confidence.

We're working with expert organisations, schools and teachers to develop this support.

Q: Where can I find out more information about what will be taught in my child's school?

A: If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school. We have also published parent guides, which explain what the subjects are, and parents' rights.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The important lessons you teach your 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 you teach your child as they grow up. Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School Handbook/Prospectus;
- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;
- Headteacher reports to the Governing Body;
- Information displays in the main school entrance;
- Text messages
- Email
- Social media:
 - Facebook
 - Instagram

Training

All school personnel:

- have equal chances of training, career development and promotion;
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Pupil behaviour and Discipline
 - Inclusion
 - Equality and Diversity
 - Spiritual, Moral, Social and Cultural
 - Parent Involvement (Engagement)
 - Safeguarding
 - Anti-bullying
 - Equal opportunities
 - Inclusion

- receive periodic training so that they are kept up to date with new information;
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

We believe that this policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- Anti-bullying
- All curriculum policies
- Equality and Diversity
- Cooperation with parents
- Pupil behaviour including Anti-Bullying
- Safeguarding and Child Protection
- Special Educational Needs and Disabilities
- PSHE

Curriculum Overview

(please see PSHE policy for Year Group coverage)

By the end of KS2, pupils should be taught about:

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to 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

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- 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, for example family, school or other sources

Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on

a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

Additional content

Our curriculum for science also includes subject content in related Sex Education areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals:

Sex Education (National Curriculum Statutory Elements of Science Framework)

Year 1
<ul style="list-style-type: none"> · identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Year 2
<ul style="list-style-type: none"> · notice that animals, including humans, have offspring which grow into adults (The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs) · find out about and describe the basic needs of animals, including humans, for survival (water, food and air) · describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
Year 3
<ul style="list-style-type: none"> · identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat · identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Year 4
<ul style="list-style-type: none"> · describe the simple functions of the basic parts of the digestive system in humans · identify the different types of teeth in humans and their simple functions
Year 5
<ul style="list-style-type: none"> · describe the life process of reproduction in some plants and animals. (Stages of animal reproduction FOCUS: The development of a foetus from fertilisation through to implantation and growth in the womb.)

- recognise that **living things produce offspring** of the same kind, but normally offspring vary and are not identical to their parents
- describe the **changes** as humans develop to old age (**incl. puberty**)

How Relationships Education is planned into our PSHE overview:

Key Units:

- **Living in the Wider World**
- **Safety and Wellbeing**
- **Relationships**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Being me in my world Incl. online (Rules, choices, celebrating differences)	I'll be there for you (friends hips) Как быть хороши м другом.	Body and mind/Coughs and sneezes (being healthy)	Dreams and goals О чем я мечтаю? О цели в жизни.	Celebrating difference (what makes me unique)	Changing me (how we change as we grow older) Я расту и меняюсь.
Year 2	Being me in my world (Rules, road rules, choices, celebrating differences).	How the internet and digital devices can be used safely to find things out and to	How feelings can affect people's bodies and how they behave. Things that help people feel good (e.g. playing outside, doing things they enjoy, spending time	Everyone has different strengths. Some of the strengths and interests someone might need to do different jobs.	The role different people play in our lives. Different types of families.	How people make friends and what makes a good friendship. How to ask for help if a

		<p>communicate with others.</p> <p>The role of the internet in everyday life That not all information seen online is true</p>	<p>with family, getting enough sleep)</p> <p>How to manage when finding things difficult</p>			<p>friendship is making them feel unhappy.</p>
Year 3	<p>New Beginnings Being part of a new community Respecting our neighbours</p>	<p>Choices How we can make positive and negative decisions, and their emotional impact</p>	<p>Social justice How do our economic choices affect people in other countries? How can the law help us to be fair?</p>	<p>Healthy living How can we choose food that is good for us? What are bacteria? How can we keep ourselves safe from infections?</p>	<p>Why do we need rules? How do we assess the difference between a risk/danger/hazard? Incl. Online How can we keep others safe?</p>	<p>Taking care of ourselves Who can we turn to if we are scared or anxious? What do we mean by trust? How do we show others that we can be trusted? What do we do if we feel we can't trust someone else?</p>
Year 4	<p>What is a refugee? What is migration? How can we welcome people to</p>	<p>How do we deal with bullying?</p>	<p>Understanding different beliefs - how do you deal with different opinions?</p>	<p>How to care for our environment - local and global</p>	<p>How do we assess the difference between a risk/danger/hazard? Incl. online</p>	<p>Taking care of ourselves Who can we turn to if we are</p>

	<p>new countries? Locate countries and map refugee routes. Explore the countries and the situations that have forced them to flee.</p> <p>Where does food come from, how to waste less food, packaging/plastics, what do/should we do with waste food?</p>		<p>Exploring different cultures in our local area.</p>	<p>Looking after our world.</p>	<p>First Aid for kids</p>	<p>scared or anxious?</p> <p>What do we mean by trust? What is stranger danger? Incl. online</p> <p>Wellbeing and relaxation.</p>
Year 5	<p>Habits/signs of -ve mental health/re-frame -ve thoughts/assessing risk, incl. online</p>	<p>taking care of our mental health/managing setbacks</p>	<p>Rights and responsibilities/diversity in the community/motivation for work</p>	<p>internet sources - reliable?/prioritising spending, budgeting/keeping money safe</p>	<p>Family structures / healthy family relationships / friendship +ve and when to spot -ve/</p>	<p>Giving permission and consent / how to debate topical issues and challenge appropriately</p>
Year 6	<p>Marriage and Commitment to a loved one</p> <p>Family Relationships (+ve/-ve and where to seek advice)</p>	<p>risks involved in gambling; and their impact on health, wellbeing and</p>	<p>Who to trust and who not to trust, when a friendship is making you feel unhappy or uncomfortable, managing conflict, critically considering online</p>	<p>Internet Safety</p> <p>how information and data is shared and used online</p> <p>rules surrounding distribution of images</p>	<p>what a stereotype is, and how stereotypes can be unfair, negative or destructive about prejudice; how to recognise behaviours/ac</p>	<p>to identify the kind of job that they might like to do when they are older to recognise a variety of routes into</p>

		future aspirations	friendships and sources of information awareness of the risks associated with people they have never met	about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation how to report concerns or abuse, and the vocabulary and confidence needed to do so	tions which discriminate against others; ways of responding to it if witnessed or experienced	careers (e.g. college, apprenticeship, university)
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Below are examples of how we integrate Relationships Education into other aspects of the curriculum:

Safety and Wellbeing Living in the Wider World Relationships

Assembly Overview
Autumn 1
New beginnings - Welcome back - Rules and Expectations International Day of Peace Fire Safety Black History Halloween World Teachers Day/День учителя World Mental Health Day Celebrating Achievements
Autumn 2
Diwali Remembrance Day

Children in Need
Anti Bullying Week
Internet Safety - NSPCC
Shoobox / Toy appeal
Celebrating Achievements

Spring 1

New Year Resolutions
Russian Orthodox Christmas - Святки и Рождество
Burns Night - Robert Burns
Chinese New Year
Recycling
Saint Valentine
Make Your Dreams Come True Day
Celebrating Achievements

Spring 2

Ash Wednesday and Lent
Pancake Day and Russian Maslenitsa- Масленица
International Women's Day
World Book Day
St Patrick's Day
Mindfulness
Mothering Sunday
Easter Story
Victory Day- День победы/День Памяти
Celebrating Achievements

Summer 1

Keeping Healthy- International Dance Day
Eid
Fair Trade
International Day of Families
Being Eco-Friendly
Celebrating Achievements

Summer 2

PRIDE week
Queen's Jubilee
Russian Language Day-День русского языка
Healthy Eating Week
End of Year Achievements

Safety and Wellbeing

Living in the wider world

Relationships

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	E.Geography - Locational Knowledge UK countries, Continent of Europe, comparing City Landmarks of London to City in Russia	Geography - Physical Geography Comparing England's landscapes to Russia's. Seasons	History - Changes in living memory Toys Empire Change	History - Significant Individuals and Space Famous astronauts	Geography - Human and Physical Geography Living near the poles Comparing to the Equator Ecology Land use	History - Changes in UK and Russia Prehistory Prehistoric
Year 2	Geography - Locational Knowledge River Thames	History - Significant Events The Great Fire of London	History - Changes in Living Memory Me and My Family	History - British History Study Victorian era Royalty Empire Change	Geography - Physical Geography Ecology Migration of birds in UK and Russia	Geography- Rainforests
Year 3	History - Changes in Britain Brief: Stoneage to Anglo-Saxons In depth: Vikings	Geography- Physical Inside the Earth	Geography - Locational and Physical Ecology The Polar Region History - Significant	History - Significant Individuals Peter the Great Geography - Locational Knowledge Capital City/Cities Characteristics	Geography - Human Land Use Farming in England and Russia Digestion History -	History - Human, Physical and Locational Travels around Europe How people travel

Year 4	History - The Greek Empire and its impact on Britain and Russia Empire Innovation / change	Science/Geo graphy What lies beneath our feet? Soil, fungus, plants, life inside the soil. Ecology	History/Geogr aphy Changes in Russia Ancient Rus and slavic roots. From pagan gods to christianity. Trading roots.	Geography Physical and Locational Ecology Oceans Ecosystems Pollution	Science Human body Respiratory System (animals and humans) Viruses and bacteria	History Changes in our areas Local area study London and Edinburgh compared to Moscow and St Petersburg
Year 5	History History of the written word and number. Cirrilyc script. First printed books in Russia (significant people and innovation)	History - The achievement s of the earliest civilizations Ancient Egypt	Geography Transiberian Railway Taiga Forest Cities etc	History British History Study The Tudors Tyrant, purple Unrest Religious battle	Science Flowering and nonflowering plants. Reproductive systems of plants. Human body??? Circulatory system	Geography/Science Astronomy - Links to Ancient Greece where it was developed Effect of sun and moon Destruction Extreme weather

Example of Autumn Philosophy Plan

Autumn 1 Session	Year 1 and 2 Being in my world	Year 3, 4, 5 Empathy / Wellbeing
1	Introduce and establish ground rules for speaking and listening. Play would you rather...?	Recap ground rules. Play would you rather...? Warm up with chn expected to give reasons.
2	Recap ground rules. Play I went to the shops and... What went well?	Recap ground rules. Play philosophical game – magnet Introduce stimulus – Read Silly Billy Draw out likes/dislikes/questions
3	Recap ground rules Play But What if ...? Game Use picture stimulus from Anthony Browne – Silly Billy How does it make you feel? Why?	Recap ground rules Play philosophical game – Would you dare? Is there ever a time when it's ok to not be kind? What is kindness? Vote Mini enquiry.

Autumn 2 Session	Year 1 and 2 Keeping Safe (Health and Safety)	Year 3, 4, 5 Keeping Safe (Internet Safety, Anti-Bullying)
1	Introduce and establish ground rules for speaking and listening. Play magnet game.	Recap ground rules. Play Sort out game - Warm up with chn expected to give reasons.
2	Recap ground rules. Play would you rather. What went well?	Recap ground rules. Play philosophical game – concept line Introduce stimulus – Watch BBC Clip about Girl who is being bullied Draw out likes/dislikes/questions
3	Recap ground rules Play But What if ...? Game Use picture stimulus from Oscar and The Bird How does it make you feel? Why?	Recap ground rules Play philosophical game – Vote with your feet. Linking bullying to death/loss of self... Can we regain the life we lost? Can we avoid this loss? Can we prevent this loss? The value of life?