



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Sycamore Academy

Relationships Education and Relationships and Sex Education (RSE) and Health Education Policy

Policy/Procedure management log

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Introduction

This statement sets out the legal framework, the definitions and our policy expectations.

L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies, adapted to meet the needs of individual contexts and cohorts.

The L.E.A.D. ethos is that effective personal development is crucial to the rounded education provided to our pupils. Every child should have access to effective Relationships Education and Relationships and Sex Education (RSE) and Health Education.

L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Head teacher of each academy.

This policy outlines the commitment to provide effective Relationship Education and Relationships and Sex Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the Relationships Education and Relationships and Sex Education (RSE) and Health Education guidance 2025.

RSHE teaching contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. Relationships Education and Relationships and Sex Education (RSE) and Health Education will be taught in an age-appropriate manner throughout each Academy within the Trust.

1. Aims

- The aims of relationships and sex education (RSE) in our trust are to:
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and to cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

At Sycamore Academy we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

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

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

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Sycamore Academy we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with central staff, academy staff, pupils, parents/carers and community groups, including faith groups. The consultation and policy development process involved the following steps:

1. Review – a member of staff or a working group of staff from each academy/central trust education team pulled together all relevant information including relevant national and local guidance

2. Staff consultation – staff across all academies were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy at their respective academy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Consultation with community groups – including faith groups so that we can ensure that the RSE policy reflects the views and needs of the whole academy community.
6. Ratification – once amendments were made, the policy was shared with local governors and the board of trustees for ratification

4. Definition

For the purpose of this policy:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendices, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff and community groups, including faith groups and considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share any curriculum resources and materials with parents and carers on request.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The trust will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

At Sycamore Academy, we follow The Story Project's story-led, spiral curriculum, which:

- Covers all statutory RSE requirements
- Meets additional non-statutory PSHE outcomes
- Embeds safeguarding, consent, online safety, and emotional wellbeing
- Ensures children revisit key themes with increasing depth
- Is fully inclusive, age-appropriate, and matched to the needs of all pupils

How RSE is taught

RSE is an integral part of our whole-school PSHE provision and is embedded throughout The Story Project units covering:

- Families
- Friendships
- Respectful relationships
- Boundaries and consent
- Body autonomy
- Online behaviour
- Bullying (including online)
- Puberty
- Reproduction (Year 6)
- Mental wellbeing

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Science curriculum (statutory)

- The basic stages of the human life cycle
- How humans change and grow
- The biological facts of human reproductions (this cannot be withdrawn from)

Sex education (non-statutory) will focus on:

- How a baby is conceived and born – YEAR 6. Parents have the right to withdraw their child from this lesson only.

Throughout each year group we will use material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the ages of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The trust will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

All resources used in the delivery of the curriculum will undergo thorough vetting and require approval from the Headteacher. This encompasses resources provided by any external visitors and speakers.

At all points of delivery of the curriculum, the academy will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

For more information about our RSE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

These areas of learning are taught within the context of family life taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents/carers among other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our trust, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

Our academy will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences and backgrounds
- During lessons, makes pupils feel:
 - Safe and supported to participate and interact
 - Able to engage with the key messages
- Pupils outside of lessons can act and reflect on key messages

They will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
 - Same sex groups, if appropriate
- The academy will also consider the level of adaptation required for pupils with additional needs and vulnerable pupils

6.2 Use of resources, including digital resources

The academies will view and vet all resources prior to use, and in doing so they will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

Across our trust, we will make sure that any agency and any materials used are accurate, appropriate and unbiased and in line with our legal duties around political impartiality.

When vetting materials used by external organisations, the academies **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see 10 days in advance any materials that the agency may use and cross reference to the curriculum, the academy should feedback to the agency both verbally and followed up in writing with any key points within 48 hours after receipt of materials, this is so that materials can be adapted, and shared with parents
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the academy, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a (situations in which a session may be halted include the use of inappropriate materials that are not suitable for the age group, personal narratives and opinions, as well as political perspectives)
- Make sure that the teacher is in the room during any sessions with external speakers

- Inform all external organisations that the academy is legally obliged to share all content with parents and carers
- Our academy won't, under any circumstances:
 - Work with external agencies that take or promote extreme political positions
 - Use materials produced by such agencies, even if the material itself is not extreme
 - Work with agencies who don't allow their material to be shared with parents and carers.

Agencies Sycamore Works with on an annual basis		Year groups																
Agency and Programme	Statutory Link																	
NSPCC Assemblies and Workshops	Keeping safe, trusted adults and recognising abuse.	Yrs 2 - 6																
Nottingham Police Mini Police Programme	Responsibility, community awareness, decision-making and safety.	Yr 5																
Nottingham University INTO University Programme	Aspirations, careers and future opportunities	Yrs 4, 5 & 6																
DAaRT Primary Programme (Life Skills Education)	<table><tr><th>DaaRT Theme</th><th>Statutory Link</th></tr><tr><td>Decision-making and consequences</td><td>Mental Wellbeing: understanding choices, consequences and managing emotions.</td></tr><tr><td>Personal safety</td><td>Being Safe: how to recognise risks, keep safe and seek help from trusted adults.</td></tr><tr><td>Managing peer influence</td><td>Being Safe and Respectful Relationships: resisting pressure and making independent choices.</td></tr><tr><td>Healthy choices</td><td>Physical Health and Mental Wellbeing: healthy lifestyles, wellbeing and self-care.</td></tr><tr><td>Risk-taking behaviour</td><td>Health and Prevention: recognising and managing risks to health and wellbeing.</td></tr><tr><td>Resilience and confidence</td><td>Mental Wellbeing: developing coping strategies, perseverance and self-belief.</td></tr><tr><td>Communication and assertiveness</td><td>Respectful Relationships: communicating effectively, setting boundaries and seeking support.</td></tr></table>	DaaRT Theme	Statutory Link	Decision-making and consequences	Mental Wellbeing: understanding choices, consequences and managing emotions.	Personal safety	Being Safe: how to recognise risks, keep safe and seek help from trusted adults.	Managing peer influence	Being Safe and Respectful Relationships: resisting pressure and making independent choices.	Healthy choices	Physical Health and Mental Wellbeing: healthy lifestyles, wellbeing and self-care.	Risk-taking behaviour	Health and Prevention: recognising and managing risks to health and wellbeing.	Resilience and confidence	Mental Wellbeing: developing coping strategies, perseverance and self-belief.	Communication and assertiveness	Respectful Relationships: communicating effectively, setting boundaries and seeking support.	Yrs 6
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Communication and assertiveness	Respectful Relationships: communicating effectively, setting boundaries and seeking support.																	

	Drug, alcohol and tobacco awareness (upper KS2)	Health and Prevention: understanding the facts and risks associated with legal and illegal harmful substances.	
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8. Roles and responsibilities

Key Staff	
Full name of Academy	Sycamore Academy
Contact details	T: 01159155804 Email: office@sycamoreacademy.co.uk
R.S.E Lead	Email: annewindley-blyth@sycamoreacademy.co.uk
Lead Designated safeguarding Lead	Sem Cao T: 01159155804 Email: sycamoresafeguardingteam@sycamoreacademy.co.uk

8.1 The board of trustees

The board of trustees will approve the RSE policy and hold the headteacher to account for its implementation through local governing bodies.

8.2 EMT

The executive management team will

- Consult with leaders about the policy and curriculum
- Review the trust policy
- Work with headteachers to make sure they can implement the policy in their academy
- Report to the board of trustees on any issues with its implementation across the trust

8.3 Local governing bodies

Local governing bodies are responsible for supporting the implementation of the policy at their academy and reporting issues to the board of trustees through the governance team, if they occur.

8.4 The headteacher

The headteacher is responsible for making sure that Relationship Education and Relationship and sex education(RSE) and health education is taught consistently well across their academy and in age-appropriate way. The headteacher should also make sure that all resources and materials are

shared with parents and carers, and for managing requests to withdraw pupils from components of RSE (see section 9).

8.5 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling and maintaining positive attitudes to Relationship Education and Relationship and sex education(RSE) and health education
- Monitoring progress of pupils through the Relationship Education and Relationship and sex education(RSE) and health education curriculum
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory / non-science components of RSE
- Modelling and maintaining positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the academy's designated safeguarding lead (DSL)

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

At primary all of our teaching staff will teach relationship education. In years 5 and 6, the following teaching staff will be responsible for teaching the RSE elements of the curriculum

Year Group	Staff
Year 5	Megan King, Bradley Mullen, Sem Cao, Carmen Joseph, Natasha Campbell
Year 6	Rachael Woodward, Rebecca Carr, Sem Cao, Carmen Joseph, Natasha Campbell

8.6 Pupils

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

9. Parents' right to withdraw

At Sycamore Academy parents/carers do not have the right to withdraw their children from relationships education.

Parents/carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher of the academy.

Alternative work will be given to pupils who are withdrawn from sex education.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education. In this circumstance the headteacher should discuss this decision with the Director of School before finalising this decision.

Pupils who are withdrawn from RSE lessons will be assigned alternative work, which should focus on the topics of relationship or health education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the academy, such as the school nurse to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by Emma Thorne (Headteacher) Tracy Hopkins (Deputy Headteacher) Sem Cao (Deputy Headteacher) through : planning scrutinies, learning walks, book looks etc.

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

This policy will be reviewed by Emma Thorne, annually. At every review, the policy will be approved by the Governing Body.



Welcome to The Story Project Curriculum

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Overview

Our Guarantee:

- Our curriculum will always include:
- ✓ All statutory primary RSHE skills (July 2025)
 - ✓ Additional non-statutory PSHE skills
 - ✓ British Values and SMSC aligned content
 - ✓ An engaging and diverse collection of stories, covering Protected Characteristics
 - ✓ Content that supports Ofsted education inspection framework 2023 for Personal Develop

Diversity and Representation

As a key element of The Story Project, our books reflect diverse characters and stories. We choose our books carefully, ensuring they give an authentic account of different experiences. We want all children to see themselves in the pages of The Story Project's books.

We purposefully and intentionally choose stories that inspire discussion and different opinions. The opportunity for open conversation is an important part of children developing empathy and understanding of respectful relationships. This means covering positive representations of diversity as well as how some groups of people are discriminated against. This is covered sensitively and, in an age appropriate way.

Using books to do this means that children are distanced from the topic and can approach the conversation safely without judgement.

Our Principles and Teacher Autonomy

We are passionate about creating a curriculum that reflects the needs of children in your school. Our knowledge and expertise means our curriculum is engaging, progressive, research-based and quality assured. **You** are the experts of your children, so we have also ensured that lessons are easy-to-implement and adaptable where necessary. Autonomy and flexibility are embedded, and we support schools to use our curriculum in a way that suits their needs. Your feedback is so important to us – if something isn't working, let us know. We strive to be responsive to what you need.

Examples of built in flexibility:

- **Settle** - Our programme contains over 200 emotional regulation strategies, so if one doesn't work for your class, you can change it for another. If some children don't like to close their eyes, for example, skip this step.
- **Read** - In the first lesson of a unit, you'll want to read the whole book (or the full extract, if it is a chapter book). However, depending on the age, engagement and needs of your class, you can change how you interact with the story in subsequent lessons. You may wish to simply refer to certain pages or part of the book in lessons 2 to 6. Guided reading questions are provided, but these can be adapted dependent on need.
- **You** - Every lesson includes a choice of two 'You' activities. This is intentional so that teachers have autonomy over how they achieve each objective within our lesson plan structure.
- **Further reading** - We pick out the key themes in our books, but there is so much more to explore! Feel free to extend the learning into topics and themes that are relevant to your class. Further reading and resources are suggested at the end of each unit overview.

How Our Curriculum Works

We have grouped the statutory RSHE and non-statutory PSHE skills into 6 Key Themes. Each key theme progresses through the primary journey, deepening and stretching children's skills and knowledge by fostering empathy and understanding. Our books don't just focus on one topic; they weave the 6 key themes throughout the units so that children learn in a holistic and connected way. By the end of primary school, children will have been exposed to characters and stories that enlighten, challenge, support and empower them. This helps to develop a toolkit of wellbeing skills that will stay with children as they grow.



Key Themes and Progression

Being a Good Friend

Being a Good Friend • Meeting new people • Tolerance and racism • Bullying • Peer pressure • Respect • Balancing our own needs with others • Who to talk to when children are worried about a friend 		In the theme ‘Being a Good Friend’, children learn the importance of respecting themselves and those around them. This includes how to deal with conflict, loneliness, emotions related to relationships so that they can effectively deal with conflict and foster healthy, happy friendships as they grow up. Progression In EYFS, children begin to explore what makes themselves and others happy; thinking about how their actions affect others. They learn about family relationships and what different families might look like. This progresses in Key Stage One, where children dig into concepts such as bullying, tolerance and loneliness. KS1 children take a more detailed look at the impact of characters’ actions, needs and emotions on other people. By Key Stage Two, topics such as peer pressure, respect and a further look at bullying give children the opportunity to discuss how and why this might happen. Family relationships are explored more deeply here, particularly how people’s needs can be different and how that can be complicated. Children learn about what to do if they are concerned about a friend or how a friend is making them feel throughout the theme.
‘Being a Good Friend’ covers skills from the statutory and non-statutory guidance:		
Statutory RSHE Caring Friendships Respectful Kind Relationships		Non-Statutory PSHE Managing Hurtful Behaviour and Bullying Respecting Self and Others

Celebrating Families

Celebrating Families • Siblings and babies • Family heritage and culture • Different types of families • Weddings and divorce • Loss and grief • Times of change • What to do if a family member is making children feel uncomfortable 		In the theme ‘Celebrating Families’, children read about all different kinds of families. The theme looks at love and tolerance, celebrating what makes families so special and what to do if they are worried about their family. This theme has some cross over with ‘Being a Good Friend’ Progression Children start this theme by learning about the fun things they do with their families. In EYFS there is also a gentle nod to different types of families and an opportunity to discuss what having a new baby sibling is like. As children move into Key Stage One, they begin to look at changes within families as well as how families show love to each other. Children think about grief in an age-appropriate way. In Key Stage Two, children are invited to think in more depth about heritage, bullying and varied family situations. Year 5 gives children the chance to talk about the concept of marriage, with the opportunity to discuss different opinions about marriage around the world. And by Year 6, children can talk confident about consent and pressure within a family dynamic. Children learn about what to do if they are concerned about a family member or how a family member is making them feel throughout the theme.
‘Celebrating Families’ covers skills from the statutory and non-statutory guidance:		
Statutory RSHE Families and People Who Care for Me		Non-Statutory PSHE Safe Relationships

Looking After My Body and Mind

Looking After My Body and Mind • Understanding and dealing with emotions • Mindfulness techniques • What makes children feel good • Mental health issues • Bullying • Healthy lifestyles • Food and cooking 		The theme ‘Looking After My Body and Mind’ is the biggest part of The Story Project curriculum. This is because the theme looks at self-care, emotions and wellbeing. The theme incorporates both physical and mental health, ensuring children learn a range of skills to help them develop as happy and healthy human beings. This theme can be found in the Settle and Training activities of every lesson in our curriculum, as well as in a variety of units. Progression In EYFS children begin by looking at what makes them happy and unhappy, thinking about key strategies to help with this. EYFS also learn about foods and healthy lifestyles; forming a strong foundation of how to look after our bodies. In Key Stage One, these ideas are developed with stories that explore what happens when children don’t look after themselves. The books look at how children deal with negative emotions and what to do during difficult times, such as loss and change. By the end of Key Stage Two, children learn about the effect of harmful substances on the body and more complex mental health issues such as depression. Coping with change is further developed in KS2, as well as a deeper look at active lifestyles. What to do if children need support with their mental or physical health is covered throughout this theme.
‘Looking After My Body and Mind’ covers skills from the statutory and non-statutory guidance:		
Statutory RSHE General Welbeing Physical Health and Fitness Healthy Eating		Non-Statutory PSHE Healthy Eating Healthy Lifestyles Mental Health

Keeping Safe

Keeping Safe  • Boundaries and privacy • Emergencies • Asking for help • Health • Worries and what to do about them • Mental health and staying safe • Drugs and alcohol • Consent		In the theme ‘Keeping Safe’, children learn about how to look after themselves in a variety of situations. The topics covered ensure children know what to do and who to speak to if they are worried or feel unsafe. Progression Children begin this theme by learning about feelings and actions. Caring for others, how to get help and introductory conversations about calling 999 also start here. As children move into Key Stage One, they begin to look more closely at privacy and consent. They also look at ways to keep their bodies safe, what to do if they are worried and how to decide if somebody is trustworthy. Road, fire and some elements of online safety are covered in this key stage. By the end of Key Stage Two, children can talk about how their mental health also impacts their safety and how to stay safe in a variety of contexts such as railways and water with further conversations about emergencies. Children delve deeper into topics around peer pressure, dares and consent, as well as looking at drugs, alcohol and vaping in an age-appropriate way.
‘Keeping Safe’ covers skills from the statutory and non-statutory guidance:		
Statutory RSHE Being Safe Drugs, Alcohol, Tobacco and Vaping Health Protection and Prevention Personal Safety Basic First Aid		Non-Statutory PSHE Drugs, Alcohol, Tobacco and Vaping Keeping Safe

Becoming a Global Citizen

Becoming a Global Citizen))) • Looking after our planet • Internet safety • Rights of living things • Understanding different viewpoints • Spending habits and different financial situations • Discrimination and stereotypes • Diverse cultures	In the theme ‘Becoming a Global Citizen’, children learn how to navigate the modern world. This includes understanding the impact of our lives online, the economic world and our responsibilities as humans. Progression To start the theme, EYFS children start to think about their surroundings, both in their classrooms and more widely. They also learn about respect for different people. Key Stage One learn the basics of online safety and start to look more closely at people different from themselves. In Year 2, children learn about human rights and their self-identity. Children are also given the opportunity to think about value and money. As children move into Key Stage Two, they delve deeper in to recognising some of the dangers of the internet. Children are encouraged to consider the ways we can act for good and how this supports our own wellbeing too. They also look at stereotypes and discrimination, with a focus on how these might impact career choices and life.
‘Becoming a Global Citizen’ covers skills from the statutory and non-statutory guidance:	
Statutory RSHE Respectful, Kind Relationships General Wellbeing Online Safety and Awareness Wellbeing Online	Non-Statutory PSHE Respecting Self and Others Economic Wellbeing Communities Shared Responsibilities

Growing Up

Growing Up  • Consent • Puberty • Changing emotions • Babies • Families • Careers and aspirations • Transition to high school • Resilience		In the theme ‘Growing Up’, children learn about how their bodies and emotions change over time, as well as how they can develop resilience and aspirations for their futures. Progression In EYFS, children learn about the main parts of the body. They also discuss the arrival of a new baby and how they might help to care for a baby. This begins a thread of conversations about the human lifecycle, including death, which spans the whole curriculum. Furthering this learning, Key Stage One and Two children learn about bodies, puberty, emotions and then reproduction in Year 6. All the learning in this area is done in an age-appropriate way. Concepts such as resilience are covered in many places across The Story Project curriculum, but the idea is given a specific focus in this theme. This helps children to recognise their own strengths and weaknesses, celebrating themselves, what they are good at and giving opportunity to discuss career options by the end of Key Stage Two. Transition to high school finishes the theme, paving the way for children to think about their next step.
‘Growing Up’ covers skills from the statutory and non-statutory guidance:		
Statutory RSHE Developing Bodies		Non-Statutory PSHE Resilience Ourselves Growing and Changing

Appendix 2: By the end of primary academy pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy and happy family life, such as: 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 other children's families, either in academy or in the wider world, sometimes look different from their own, but that they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 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

TOPIC	PUPILS SHOULD KNOW
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs • 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 • How to seek help when needed, including when they are concerned about violence, harm or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • 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 including how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • 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, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • 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) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, academy and/or other sources

Sycamore Academy – The Story Project overview							
Autumn 1	Belonging and relationships – Being a good friend Friendship, kindness, inclusion, conflict resolution, respectful behaviour						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6

Story book	Jar of happiness	The friendship bench	Ravi's Roar	The Hundred dresses	The Moose belongs to me	Mum and Dad glue	Marcus Rashford
	1. I can tell you what makes me happy. 2. I can tell you some ways that I help others to feel happy. 3. I can tell you what makes me feel sad. 4. I can tell you how I help myself when I feel sad 5. I can explain how friends and family can make us feel happy.	1. I can tell you how people choose and make friends. 2. I can tell you what makes a good friend. 3. I can tell you how my friends make me happy and how I make my friends happy. 4. I can tell you how I make others feel welcome and included. 5. I know what to do if a friend is making me unhappy.	1. I can explain that it is ok to feel all emotions. 2. I can explain why it is important to reflect on how I manage my emotions. 3. I can tell you what strategies help me to calm down. 4. I can tell you what is fair/unfair, right/wrong and kind/unkind. 5. I can tell you why it is good that people are different.	1. I can tell you the characteristics of a good friend. 2. I can tell you some ways I can manage friendship problems. 3. I can tell you what impact bullying or cyberbullying can have and how someone experiencing bullying can stand up to this or get help. 4. I can tell you how bystanders can help prevent bullying.	1. I can tell you how friends should treat each other. 2. I can politely say 'no' when I don't want to do something. 3. I can explain that friendships have ups and downs. 4. I can tell you some ways I can repair a damaged friendship. 5. I can explain how rules and laws protect me and others.	1. I can tell you some of the reasons why married or unmarried couple may choose to separate. 2. I am aware of some of the feelings associated with separation and other family changes. 3. I can tell you some strategies for dealing with feelings related to separation. 4. I can tell you what an affirmation is and can write one for myself.	1. I can tell you what racism is and how I can stand up for it. 2. I can tell you some strategies to manage difficult situations and how to seek help or advice from others, if needed. 3. I can tell you how I could prevent difficult situations online. 4. I can tell you about people who have stood up for what they believe in. 5. I can tell you how I can stand

				5. I can tell you some ways that I can improve my friendships.		5. I can explain how I could help a friend who is experiencing a difficult situation.	up for what I believe in.
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	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Story book	Luna Loves library day	My big fantastic family	Grandads camper	Ruby's worry	The proudest blue	Rita Weds Chandhi	Mary Earps
	1. I can tell you who is in my family and why they are important. 2. I can tell you what I like to do with my family. 3. I can tell you how I show love to my family. 4. I can show skills related to active listening e.g. eye contact. 5. I can tell you how to show good manners.	1. I can tell you about different types of families. 2. I can tell you why all families deserve respect. 3. I can tell you about the people important to me in my family. 4. I can tell you how families can change and some of the emotions related to this. 5. I can tell you how families help each other in times of difficulty.	1. I can tell you some of the feelings associated with times of change and loss. 2. I can tell you some strategies I have for dealing with times of change and loss. 3. I can tell you how I could get help if I or someone I care about was struggling with times of change or loss. 4. I can tell you about some of the different relationships I	1. I can explain that everyone experiences 'worries', but I need to get help if these become overwhelming. I can explain where I can get help or advice. 2. I can explain what to do if I can't ask my family or friends for help and what to do if it is someone in my family or one of my friends who is making me feel unsafe or unhappy.	1. I can tell you about my cultural heritage. 2. I can tell you about ways my family and friends support me. 3. I can tell you how I show respect to people who have different beliefs to me. 4. I can tell you about some of the different types of bullying (including online bullying) and I can tell you some strategies to	1. I can tell you why people choose to get married or join a civil partnership and some of the factors that go into that decision. 2. I can tell you about the laws related to marriage and civil partnership and how these may differ in other countries. 3. I can tell you about the different values and customs related to marriage and civil	1. I can tell you what a stereotype is, and how stereotypes can be unfair, negative or destructive. 2. I can challenge stereotypes. 3. I can tell you what influences people's career choices. 4. I can tell you the benefits of exercise. 5. I can tell you how I look after my physical health. Links to Science YR 6 Aut 1

			have with people in my family and why they are important. 5. I can tell you how helping others helps make me happy.	3. I can describe some of the physical signs of worry and I can explain what I should do if I am having lots of physical problems. 4. I can describe some simple self-care techniques I can use when I am feeling worried. 5. I can explain how children sometimes feel lonely and what children can do if they feel that way.	resist this and to get help. 5. I can tell you about the impact of bullying on mental wellbeing.	partnership in different countries and I can tell you how I show respect for different types of marriage. 4. I can tell you about traditions that are important to my family. 5. I can tell you about a range of national, regional, religious and ethnic identities in the United Kingdom.	
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British Values			 		  	  	 
Spring 1	Healthy me – looking after my body and mind Mental health, emotions, healthy eating, sleep, exercise, wellbeing						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Story book	Olivers vegetables	Morris the mankiest monster	The girls who never makes mistakes	Faruq and the Wiri Wiri	The grand hotel of feelings	The colour thief	Aaron Slater illustrator
	1. I can give some examples of healthy foods	1. I can tell you how some diseases are	1. I can explain why mistakes help my learning.	1. I can explain how food contributes to a	1. I can tell you a range of feelings words and can	1. I can tell you what mental illness means and	1. I can set myself challenging goals.

	that are good for my body. 2. I can tell you how I include healthy foods in my diet. 3. I can tell you where vegetables and fruits come from and how to help them grow. 4. I can tell you why I need to drink water at regular intervals in the day. 5. I can tell you why exercise is important and some types of exercise I enjoy.	spread and can be controlled. 2. I can tell you the importance of personal hygiene. 3. I can tell you the importance of brushing my teeth in the morning and evening. 4. I can describe the right choices to make to live a healthy lifestyle 5. I can tell you the consequences of not making the right choices to live a healthy lifestyle	2. I can tell you how I have learnt from my mistakes. 3. I can tell you how respecting I and being kind to myself can help me to be happy. 4. I can tell you what the word perseverance means. 5. I can tell you what helps me to persevere	balanced lifestyle. 2. I can tell you some principles of planning and preparing a range of healthy meals. 3. I can make choices about the food I eat and I can tell you what affects the choices I make. 4. I can tell you how drinks contribute to a balanced lifestyle. Links to Science year 3 Spring 2. 5. I can tell you what influences my goals and dreams for the future.	explain when I have felt these feelings. 2. I can tell you why it is important to listen to our emotions. 3. I can describe examples of how people experience more than one feeling at a time 4. I can explain how my feelings might change as I grow up. 5. I can tell you what I could do if my feelings are too big to handle by myself.	how this can vary in severity, and I can tell you some ways people can look after their mental health. 2. I can tell you how someone experiencing mental illness can get support and I can explain why it is better to get support early. 3. I can tell you some of the ways people with mental health problems are supported. 4. I can describe some of the feelings involved with living with and supporting someone with a mental illness and I can	2. I can identify what will help me achieve my goal and what will hold me back. 3. I can tell you some strategies that can help me overcome the things that might hold me back. 4. I can break goals down into smaller manageable steps. 5. I can tell you about a range of careers.
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						describe the available support. 5. I can tell you why it is important to show respect to all people including people experiencing mental illness.	
British Values						 	
Spring 2	Safety first – keeping safe Online safety, personal safety, trusted adults, consent, emergencies, risk						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6

Story book	The new small person	Peace at last	Chicken clickin	On a magical day do nothing	Penguin pig	The boy who grew flowers	Sunny side up
	1. I can tell you how a new baby can affect a family. 2. I can tell you how babies need to be cared for. 3. I can tell you how to take turns and share equipment. 4. I can tell you how I would make others feel welcome. 5. I can tell you who I would talk to if I feel unsafe or worried.	1. I can explain why I need enough sleep 2. I can tell you some strategies to manage feeling tired. 3. I can tell you what helps me to get a good night's sleep. 4. I can tell some ways I can help myself when I feel fidgety 5. I can tell you why permission seeking is important and I can say no when I'm asked to do something that feels wrong or uncomfortable	1. I can tell you the benefits of going online. 2. I can tell you how to recognise the dangers of being online. 3. I can tell you the rules and principles for keeping safe online. 4. I can tell you how to report problems I have online. 5. I can tell you the value of the things that I buy	1. I can explain what nature is and I can tell you how nature benefits my mental wellbeing. 2. I can give examples of the rights of living things and I can explain why it is important to respect the rights of all living things. 3. I can explain the importance of having a balance between online games and other hobbies 4. I can tell you how I can keep	1. I can tell you the risks of making friends online including the risks of talking to people I have never met and how people sometimes pretend to be someone they are not. 2. I can tell you why it is important to treat people online the same as you treat people in person. 3. I can tell you some strategies for managing online bullying. 4. I can tell you how to critically	1. I can describe why it is important to respect my body and can tell you all the amazing things my body can do. I can explain the term 'body image' and how my opinion of my body can affect my confidence. 2. I can explain how images in the media do not always reflect reality and can affect my body image 3. I can explain the term self-esteem and know strategies to help	1. I can tell you the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking and how they affect everyone differently. 2. I can tell you some strategies for resisting peer pressure related to drugs, smoking and alcohol and how I would get help if I was worried about myself or someone else taking drugs,

				safe when I am outside. 5. I can tell you some strategies I have for managing disappointment.	consider sources of information. 5. I can tell you how information and data is shared and used online.	boost my self-esteem. 4. I can describe the effect that bullying can have on mental wellbeing. Links to mini police YR 5 5. I can think of ways to make my classroom more inclusive.	smoking or drinking alcohol. Link to Science YR AUT 1 3. I can tell you why consent and permission seeking are important in a relationship. 4. I can express my needs calmly and assertively. 5. I can tell you how to be safe around water
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British Values		 		 	 		 
Summer 1	Community and future me – Becoming a global citizen British Values, money, careers, environment, citizenship, Mini Police						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Story book	Here we are	Look up	The girl at the front of the class	No money day	Mama Miti	Ada's violin	Finding my voice

	1. I can tell you why it is important to look after our planet. 2. I can tell you how I keep my classroom environment tidy and safe. 3. I can name the parts of my body and tell you some ways I look after my body. 4. I can tell you what I would do if my body doesn't feel well. 5. I can tell you how I show respect to all people.	1. I can tell you what makes me individual. 2. I can tell you what my strengths are. 3. I can teach someone else something I am good at. 4. I can tell you some of the effects of spending too much time on devices. 5. I can tell you how to keep safe on the roads.	1. I can tell you what a refugee is. 2. I can tell you what human rights are. 3. I can tell you how I understand the needs of others. 4. I can tell you how I support others. 5. I can tell you some strategies for deciding if someone is trustworthy.	1. I can tell you some of the ways people pay for things and some of the decisions people have to make about spending. 2. I can tell you how money can affect people's emotions. 3. I can tell you some of the reasons people save or spend money. 4. I can tell you what 'borrowed' means and why people might borrow money. 5. I can tell you how to keep money and possessions safe.	1. I can tell you about safe and unsafe exposure to the sun and how to reduce the risk of sun damage. 2. I can tell you how serving others can help my wellbeing. 3. I can tell you what a role model is and who my role models are. 4. I can tell you about something I am passionate about. 5. I can tell you how to show respect for different languages and the benefits of speaking	1. I can tell you how I am part of a 'whole world' community and how this can impact my wellbeing. 2. I can tell you some ways I help to protect my world. 3. I can tell you what makes a good team. 4. I can show you some skills that might be helpful to a future career, such as team work, enterprise or negotiation. 5. I can tell you what self-esteem means and some things that boost my self-esteem.	1. I can tell you how I feel about the transition to secondary school. 2. I can tell you some of the practical things I can do to help me manage the transition to secondary school. 3. I can tell you some of the strategies that will help me to manage the emotions related to the transition to secondary school. 4. I can tell you my goals for my time at secondary school.
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					different languages.		5. I can tell you my goals for beyond secondary school, including my career and other plans.
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British Values	  		 				
Summer 2	Change and growth – growing up Puberty, transition, resilience, aspirations, moving on						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Story book	Barbara throws a wobbler	Angry Arthur	Aliens love underpants	Ossiri and the Bala Mengro	The Tunnel	Pizza face	Making a baby

	1. I can tell you what makes me feel angry. 2. I can tell you what makes me feel calm. 3. I can tell you the difference between feelings and actions. 4. I can tell you how to treat friends kindly. 5. I can tell you how to have kind hands.	1. I can tell you what appropriate and proportionate behaviour means. 2. I can describe the 5 point scale for basic emotions. 3. I can tell you why someone might have an inappropriate reaction and how they can recognise if they need support. 4. I can tell you the importance of giving my brain a rest and some ways I like to relax. 5. I can tell you how I take responsibility for my school	1. I can say the names of the different parts of the body (including external genitalia) and the differences between boys and girls – YR 2 Science SPR 1 2. I can tell you why pants are private. 3. I can tell you what type of physical contact is acceptable/ comfortable/ unacceptable/ uncomfortable and how to respond if I am uncomfortable... 4. I can tell you what I can do if I feel unsafe in	1. I can tell you the benefits of community participation on my mental wellbeing. 2. I can tell you how music can benefit my mental wellbeing. 3. I can tell you why it is important to not give up when something is hard. 4. I can use a 5 point scale to tell you how hard I am finding my work and I can tell you some strategies that help me when my work is hard. 5. I can give constructive	1. I can tell you what a dare is and how dares make people feel. 2. I can use a 5 point scale to tell you how risky something is. 3. I can tell you what peer pressure is and how to resist anything that is dangerous, uncomfortable or feels wrong. 4. I can tell you what I should do in an emergency situation, including the importance of reporting incidents rather than filming them.	1. I can tell you the basic changes that happen during puberty. 2. I can tell you how my emotions will change during puberty. Link to YR 5 Science SUM 1. 3. I can explain that all people will experience puberty differently. 4. I can tell you some strategies to positively manage puberty. 5. I can tell you all the positive things about growing up.	1. I can describe how a baby is made using accurate language. 2. I can explain that reproduction requires maturity and why there is a legal age to have sex. 3. I can tell you what happens between conception and birth. 4. I can tell you about the needs of new-born babies and what it is like to be a parent. 5. I can tell you what makes me, me!
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		environment. Including toilets/ shared spaces.	variety of situations. 5. I can tell you the difference between secrets and nice surprises and the importance of not keeping any secret that makes me feel uncomfortable or afraid.	support and feedback to others.	5. I can tell you the concepts of basic first aid, for example		Recap YR 5 Science objectives
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British Values							
							

Appendix 3: Wider Curriculum Offer

Type of provision	Wider school offer	Key PSHE knowledge and skills enhanced	Link to statutory expectations	Nature of provision and intended impact
Themed day/week	New Beginnings and Friendships	Belonging, making friends, kindness, cooperation, resolving disagreements and seeking help	Relationships Education: caring friendships; respectful relationships; families and people who care for pupils	Universal provision that supports positive relationships, establishes behavioural expectations and helps pupils identify trusted adults.
Themed day/week	Anti-Bullying Week, including online bullying	Recognising bullying, distinguishing bullying from falling out, reporting concerns, bystander	Relationships Education: caring friendships; respectful relationships; online relationships; being safe	Reinforces the school's anti-bullying culture and helps pupils understand how to obtain help for themselves or others.

Type of provision	Wider school offer	Key PSHE knowledge and skills enhanced	Link to statutory expectations	Nature of provision and intended impact
		responsibility and repairing relationships		
Themed day/week	Children's Mental Health Week	Emotional literacy, coping strategies, resilience, self-esteem, help-seeking and understanding that mental health can change	Health and Wellbeing: general wellbeing; managing emotions; recognising when support is needed; change and loss	Provides a whole-school focus on wellbeing and reduces stigma around seeking help. It complements targeted pastoral and therapeutic support.
Themed day/week	Safer Internet Day	Safe online communication, privacy, personal information, digital footprints, trusted sources, reporting and critical thinking	Relationships Education: online relationships; being safe. Health and Wellbeing: wellbeing online	Strengthens pupils' ability to recognise and respond to online risks. The revised guidance gives increased prominence to privacy, data, scams, fraud, gaming and online financial harms.
Themed day/week	Cultural Diversity Day	Identity, culture, heritage, similarities, differences, belonging, inclusion and respect	Relationships Education: respectful relationships; families and people who care for pupils. Equality Act: fostering respect and preventing discrimination	Develops pupils' understanding of diversity and promotes respectful attitudes towards different families, cultures, beliefs and backgrounds.
Themed day/week	Ramadan, Eid Food Fair and related learning	Religious literacy, belonging, community, traditions, respect and cultural understanding	Relationships Education: respectful relationships. SMSC and British values: mutual respect and tolerance of different faiths and beliefs	Provides meaningful opportunities for pupils to learn about and celebrate the faiths and traditions represented in the school community.
Themed day/week	Harvest, Easter and other faith-based activities	Community, generosity, belief, tradition, reflection and respect	Relationships Education: respectful relationships. SMSC	Enhances pupils' understanding of faith, culture and community while encouraging respectful

Type of provision	Wider school offer	Key PSHE knowledge and skills enhanced	Link to statutory expectations	Nature of provision and intended impact
			and British values: mutual respect and tolerance	discussion of similarities and differences.
Commemoration	Remembrance activities and assembly	Reflection, service, loss, remembrance, empathy and community responsibility	Health and Wellbeing: change, loss and bereavement. SMSC and British values: individual liberty, democracy and mutual respect	Supports sensitive discussion of remembrance, loss and the contribution of individuals and communities.
Themed day/week	UK Parliament Week	Democracy, respectful debate, listening, representation, rights, responsibilities and decision-making	Wider PSHE: citizenship. British values: democracy, rule of law, individual liberty and mutual respect	Gives pupils practical opportunities to understand democracy, express views respectfully and appreciate how decisions are made.
Programme	School Council and pupil leadership	Leadership, responsibility, representation, communication, listening and collective decision-making	Wider PSHE and Personal Development: citizenship, democracy, rights and responsibilities	Enables pupils to contribute meaningfully to school improvement and understand how their views can influence decisions.
Programme	Mini Police Programme	Community safety, law, consequences, responsibility, positive citizenship and relationships with community services	Relationships Education: being safe and respectful relationships. British values: rule of law	Helps pupils understand the role of the police and their own responsibilities within the community.
Programme	NSPCC Speak Out. Stay Safe. assemblies and workshops	Recognising unsafe situations, understanding that abuse is never a child's fault, speaking out and identifying trusted adults	Relationships Education: being safe; appropriate boundaries; privacy; seeking advice and reporting concerns.	Provides clear, age-appropriate safeguarding messages and develops pupils' confidence to tell a trusted adult when something is wrong.

Type of provision	Wider school offer	Key PSHE knowledge and skills enhanced	Link to statutory expectations	Nature of provision and intended impact
			Safeguarding: preventative education	
Programme	DAaRT Primary Programme: Life Skills Education	Decision-making, assertiveness, communication, managing peer influence, risk awareness, resilience, consequences and healthy choices	Relationships Education: caring friendships; respectful relationships; being safe. Health and Wellbeing: general wellbeing; drugs, alcohol and tobacco; personal safety; health prevention	Provides structured life-skills education that helps pupils make informed choices, resist unsafe pressure and understand the effects of harmful substances and risk-taking behaviour.
Safety education	Road Safety Quiz and road safety learning	Recognising hazards, making safe decisions and understanding responsibility as a pedestrian, cyclist or passenger	Health and Wellbeing: personal safety, including travel and road safety	Directly supports the strengthened personal safety strand in the 2026 statutory guidance.
Safety education	Fire, water, rail and public-space safety, where covered through assemblies, visitors or curriculum events	Hazard recognition, risk reduction, emergency action and help-seeking	Health and Wellbeing: personal safety	The revised statutory guidance explicitly strengthens primary teaching about safety around roads, railways, water and public spaces.
Themed day/event	Sports Days and physical activity events	Teamwork, fair play, perseverance, physical activity, managing success and disappointment	Health and Wellbeing: physical health and fitness; general wellbeing. Relationships Education: caring friendships and respectful relationships	Promotes active lifestyles, cooperation, resilience and positive participation.
Themed day/event	Earth Day and Sustainability Day	Responsibility, teamwork, community action,	Wider PSHE: citizenship, responsibility and contributing to	Enables pupils to consider how individual and collective choices

Type of provision	Wider school offer	Key PSHE knowledge and skills enhanced	Link to statutory expectations	Nature of provision and intended impact
		environmental wellbeing and informed decision-making	the community. SMSC: social and moral development	affect other people, the local area and the environment.
Themed day/event	Enterprise Week and Enterprise Fair	Teamwork, problem-solving, communication, financial awareness, aspiration and decision-making	Wider PSHE: economic wellbeing, careers and preparation for later life	Develops practical life skills, financial awareness, leadership and understanding of the world of work.
Programme	IntoUniversity	Aspiration, goal-setting, careers, transition, self-belief and understanding future opportunities	Wider PSHE and Personal Development: careers, aspirations and preparation for later life	Broadens pupils' horizons and helps them understand educational and career pathways.
Event/programme	Women's Football and opportunities to challenge gender stereotypes	Equality, aspirations, teamwork, representation and challenging stereotypes	Relationships Education: respectful relationships, stereotypes and equality. Health and Wellbeing: physical health and fitness	Encourages participation, challenges limiting stereotypes and promotes equality of opportunity.
Universal pastoral provision	Two trained ELSAs	Emotional identification, emotional literacy, social skills, friendship, resilience, self-esteem, loss and problem-solving	Health and Wellbeing: general wellbeing, emotions, change and loss, seeking help. Relationships Education: caring friendships and respectful relationships	Provides early, time-limited emotional support for pupils who require more than the universal classroom offer.
Targeted therapeutic provision	Therapist or counsellor	Emotional expression, processing difficult experiences, coping strategies, self-understanding and psychological wellbeing	Health and Wellbeing: general wellbeing; recognising and accessing appropriate support. Safeguarding and SEND: graduated response to need	Provides specialist support for identified pupils whose emotional or mental health needs create barriers to learning or participation.

Type of provision	Wider school offer	Key PSHE knowledge and skills enhanced	Link to statutory expectations	Nature of provision and intended impact
Targeted therapeutic provision	Play therapist	Emotional expression through play, regulation, relationships, communication and processing experiences	Health and Wellbeing: emotions, wellbeing and help-seeking. Relationships Education: caring relationships and being safe	Provides developmentally appropriate therapeutic support for pupils who may find direct verbal communication difficult.
Targeted intervention	LEGO-based therapy or collaborative LEGO intervention	Turn-taking, joint attention, communication, negotiation, problem-solving and teamwork	Relationships Education: caring friendships and respectful relationships. SEND: communication and interaction provision	Supports identified pupils to practise social communication and collaborative skills in a structured context.
Targeted intervention and universal approach	Zones of Regulation	Recognising emotions, identifying levels of alertness, selecting regulation strategies and reflecting on responses	Health and Wellbeing: identifying and managing emotions; self-care; knowing when and how to seek support	Develops a shared language for emotional regulation and provides pupils with practical strategies for returning to a state of readiness for learning.
Targeted pastoral provision	Social skills and friendship interventions	Conversation, listening, turn-taking, conflict resolution, perspective-taking and maintaining friendships	Relationships Education: caring friendships; respectful relationships	Provides focused rehearsal and support for pupils who need additional help to establish and sustain positive peer relationships.
Targeted pastoral provision	Self-esteem, confidence and resilience interventions	Positive self-concept, recognising strengths, coping with setbacks, perseverance and help-seeking	Health and Wellbeing: general wellbeing; resilience; recognising strengths; accessing support	Supports identified pupils to increase confidence, participation and engagement with school life.

Type of provision	Wider school offer	Key PSHE knowledge and skills enhanced	Link to statutory expectations	Nature of provision and intended impact
Targeted SEND provision	Speech, language and communication interventions	Expressive and receptive language, social communication, vocabulary, listening and expressing needs	Relationships Education: communication, respectful relationships, friendships and being safe. SEND: communication and interaction	Enables pupils to communicate their needs, participate in relationships and report worries or concerns more effectively.
Individualised provision	Individual regulation plans, sensory strategies and behaviour support	Recognising triggers, communicating needs, using regulation strategies, reflecting on behaviour and making safe choices	Health and Wellbeing: general wellbeing, emotions and personal safety. Relationships Education: respectful relationships and being safe	Provides a personalised graduated response for pupils whose regulation, sensory or behavioural needs require additional adaptation.
Pastoral and safeguarding response	Referral and signposting to external services when required	Understanding that help is available and developing confidence to approach trusted adults and specialist services	Relationships Education: being safe. Health and Wellbeing: recognising when support is needed and knowing how to access it	Ensures pupils and families can access more specialist assessment or support when needs cannot be met solely through school-based provision.

Appendix 4: Parent/carer form requesting their child's withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the academy to consider			
Parent/carers signature			

TO BE COMPLETED BY THE ACADEMY	
Agreed actions from discussion with parents/carers	Include notes from discussions with parents/carers and agreed actions taken.

TO BE COMPLETED BY THE ACADEMY

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