

Personal Health Social and Relationship Education at Canterbury Cross Primary

MORAL AND VALUES FRAMEWORK

The Health and Relationships Education programme will reflect the school's over-arching aims and demonstrate and encourage the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, school and wider community

The Health and Relationships Education will promote self-esteem and emotional health and wellbeing and help children to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

The school will provide children with age appropriate information, explore attitudes and values, and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Health and Relationships Education are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils understand their feelings and behaviours, so they can lead fulfilling and enjoyable lives
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier, safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood.

At Canterbury Cross Primary School, our values education underpins everything we do through our Intent statement, as shown below.

Curriculum Statement of Intent

We use our Values of SHARE (Safety, Health and happiness, Achieve and enjoy, Respect and Equality) to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. We want our children to develop as independent, confident, successful learners with high aspirations who make positive contributions, in wider society.

At Canterbury Cross Primary School, the curriculum is designed to ensure ALL pupils achieve their full potential. Our learners are enthusiastic; they enjoy coming to school. Our schemes of work are personalised using the national curriculum content, we reflect the content and challenge of the connected curriculum integrated into the school values of SHARE (Safety, Health and happiness, Achieve and enjoy, Respect and Equality). Our curriculum incorporates the learning and emotional needs of the pupils in our school. Learners are at the centre of everything we do. We believe our curriculum is exciting and inspires children to nurture their enthusiasm for learning.

The most-able are challenged to expand their knowledge and skills, those who find learning more difficult are supported to catch up quickly and those with specific needs are helped to achieve their individual targets. We ensure this by systematically giving pupils the pre-requisite knowledge to access an age appropriate full curriculum.

The Curriculum is designed with a focus on pupil knowledge and understanding, so all pupils are able to apply their learning across the curriculum. A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every student to find strengths and interests.

We sequence groups of lessons building upon children's prior learning, so they can connect their knowledge and become resilient thinkers.

Subject leaders play an important part in the success of the curriculum, they are lead practitioners who develop subject content, support teachers, review and monitor the curriculum and continuously self-evaluate. Teachers and support staff receive regular CPD across all areas of the curriculum, as a result of this they are best prepared to provide outstanding curriculum provision. Developing the holistic child is of upmost importance and, with this in mind, we offer a broad and balanced curriculum which encompasses academic subjects, Sport, Music, Art and PHSE Education.

Pupils leave Canterbury Cross, with a sense of belonging to a tightly knit community. They are confident learners who achieve their potential, and are fully equipped to access the secondary curriculum. We are particularly proud of the respect and care that our children show for one another, the environment and the community around us, as well as their fundamental belief in equality for all. Canterbury Cross ensures our pupils are well prepared for life in modern Britain.

SHARE

Safety

We all work together to ensure everyone feels secure and cared for, and to be able to share feelings, events, worries and concerns, in order that support can be given.

Health and happiness

We encourage active and healthy lifestyles through our curriculum, which we believe will ensure a future of health and happiness.

Achieve and enjoy

It is our fundamental belief that everyone can achieve their best potential through our commitment to every child in our school to provide the best education.

Respect

We respect ourselves, others and our environment by taking care of each other and our school.

Equality

We believe in everyone being treated with equality through our commitment to the protected characteristics of the Equality Act. Every child is special so it is their right to be with equity.

CRISP

CRISP is how we choose our best behaved children - Good to be Green-during Celebration Assembly. Teachers choose the child who has best demonstrated one of the below qualities, and the children also gain points for these qualities, which could lead them to winning a place at Afternoon Tea with the Head Teacher or Deputy Head Teachers.

Conduct

Respect

Independence

Selflessness

Perseverance

EQUAL OPPORTUNITIES

Every child is entitled to receive Health and Relationships Education regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and whether they are looked after. This school is committed to working towards equal opportunities in all aspects of school life (ref: Equalities Policy). All resources used will support this commitment. However, children with Special Educational Needs will be supported by teaching staff in understanding the content, and will be assessed, if they have EHCPs, as to whether the content is age appropriate for them. In addition, any child who has experienced sexual abuse will be assessed as to whether the content is appropriate for them at this time in consultation with parents/carers, social workers and other professionals.

CONTENT

The Health and Relationships Education programme will:

- provide information that is relevant and appropriate to the age and developmental stage of the pupils
- develop skills of assertiveness, communication and effective dialogue in relationships
- encourage the exploration and clarification of values and attitudes
- foster self-esteem, positive self-image and confidence topics will include: feelings and relationships, my healthy body, lifestyles and culture and growing up

Legal Requirements

All schools must teach the National Curriculum of Science, parents **do not** have the right to withdraw their child/children from this element.

Details of the Health and Relationships Scheme of Work are detailed below:

Key Stage 1:

| Year group | Health and wellbeing |
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| Nursery | <p>H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>H6. the importance of, and how to, maintain personal hygiene</p> <p>H8. about the process of growing from young to old and how people’s needs change</p> <p>H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>H10. the names for the main parts of the body</p> <p>H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p> <p>H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> |
| Reception | <p>H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>H6. the importance of, and how to, maintain personal hygiene</p> <p>H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>H10. the names for the main parts of the body and understanding of the NSPCC Underpants Rule</p> <p>H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, e.g. calling 999</p> |
| Year 1 | <p>H6. the importance of, and how to, maintain personal hygiene</p> <p>H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help</p> <p>H10. the names for the main parts of the body and understanding of the NSPCC Underpants Rule</p> <p>H11. that household products, including medicines, can be harmful if not used properly</p> <p>H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety, and how to call 999</p> <p>H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ including knowing that they do not need to keep secrets</p> |
| Year 2 | <p>H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p>H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>H8. about the process of growing from young to old and how people’s needs change</p> <p>H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>H11. that household products, including medicines, can be harmful if not used properly and how to use 999 emergency services</p> <p>H14. about the ways that pupils can help the people who look after them to more easily protect them</p> <p>H16. what is meant by ‘privacy’; the importance of respecting others’ privacy</p> |

| Year group | Relationships |
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| Nursery | <p>R2. to recognise that their behaviour can affect other people</p> <p>R8. to identify and respect the differences and similarities between people</p> <p>R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> |
| Reception | <p>R1. to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R6. to listen to other people and play and work co-operatively (including strategies to resolve simple arguments through negotiation)</p> <p>R8. to identify and respect the differences and similarities between people</p> <p>R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p>R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> |
| Year 1 | <p>R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>R8. to identify and respect the differences and similarities between people</p> <p>R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p> |
| Year 2 | <p>R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>R8. to identify and respect the differences and similarities between people</p> <p>R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p> |

| Year group | Living in the wider world |
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| Nursery | <p>L1. how they can contribute to the life of the classroom and school</p> <p>L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p> <p>L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>L4. that they belong to different groups and communities such as family and school</p> |
| Reception | <p>L1. how they can contribute to the life of the classroom and school</p> <p>L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p> <p>L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>L4. that they belong to different groups and communities such as family and school</p> |
| Year 1 | <p>L1. how they can contribute to the life of the classroom and school</p> <p>L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p> <p>L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>L4. that they belong to different groups and communities such as family and school</p> <p>L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p> |

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| | <p>L8. ways in which they are all unique; understand that there has never been and will never be another ‘them’</p> <p>L9. ways in which we are the same as all other people; what we have in common with everyone else</p> <p>L10. about the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p> |
| Year 2 | <p>L1. how they can contribute to the life of the classroom and school</p> <p>L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p> <p>L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</p> <p>L8. ways in which they are all unique; understand that there has never been and will never be another ‘them’</p> <p>L9. ways in which we are the same as all other people; what we have in common with everyone else</p> |

Key Stage 2

| Year group | Health and wellbeing |
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| Year 3 | <p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’</p> <p>H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals (through celebration assemblies, behaviour-CRISP, peer/self-marking, pupil conferencing, etc.)</p> <p>H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- The bike-ability programme), and safety in the environment (including rail, water and fire safety) and basic first aid</p> <p>H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others (through e-safety)</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> |
| Year 4 | <p>H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals (through celebration assemblies, behaviour-CRISP, peer/self-marking, pupil conferencing, etc.)</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H15. school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bike-ability programme), and safety in the environment (including rail, water and fire safety) and basic first aid</p> <p>H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others (through e-safety)</p> <p>H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p> |

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| Year 5 | <p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals (through celebration assemblies, behaviour-CRISP, peer/self-marking, pupil conferencing, etc.)</p> <p>H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>H18. how they will, and their emotions may, change as they approach and move through puberty</p> <p>H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bike-ability programme), and safety in the environment (including rail, water and fire safety) and basic first aid</p> <p>H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request (through e-safety)</p> |
| Year 6 | <p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals (through celebration assemblies, behaviour-CRISP, peer/self-marking, pupil conferencing, etc.)</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>H16. what is meant by the term 'habit' and why habits can be hard to change</p> <p>H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>H18. how they will, and their emotions may, change as they approach and move through puberty</p> <p>H19. about human reproduction (which parents have the right to withdraw their child from)</p> <p>H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p>H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bike-ability programme), and safety in the environment (including rail, water and fire safety) and basic first aid</p> <p>H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p> <p>H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request (through e-safety)</p> |

| Year group | Relationships |
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| Year 3 | <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R7. that their actions affect themselves and others</p> <p>R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p>R11. to work collaboratively towards shared goals</p> <p>R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>R15. to recognise and manage 'dares'</p> |
| Year 4 | <p>R1. to recognise and respond appropriately to a wider range of feelings in others</p> <p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>R16. to recognise and challenge stereotypes</p> |
| Year 5 | <p>R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> |

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| | <p>R9. the concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’</p> <p>R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)</p> <p>R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help)</p> <p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> |
| Year 6 | <p>R5. that marriage and civil partnerships are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don’t absolutely want to do so or are not making this decision freely for themselves</p> <p>R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, gender, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)</p> <p>R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help)</p> <p>R17. about the difference between, and the terms associated with, gender, gender identity and sexual orientation</p> <p>R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p> <p>R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p> |

| Year group | Living in the Wider World |
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| Year 3 | <p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (Completed by every class as part of the RRSA Level 1 programme)</p> <p>L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices (Completed by every class as part of the RRSA Level 1 programme)</p> <p>L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p>L8. to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices</p> <p>L12. to consider the lives of people living in other places, and people with different values and customs</p> |
| Year 4 | <p>L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (Completed by every class as part of the RRSA Level 1 programme)</p> <p>L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices (Completed by every class as part of the RRSA Level 1 programme)</p> <p>L8. to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices</p> <p>L9. what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> |
| Year 5 | <p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (Completed by every class as part of the RRSA Level 1 programme)</p> <p>L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices (Completed by every class as part of the RRSA Level 1 programme)</p> <p>L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and</p> |

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| | <p>discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p> <p>L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>L17. to explore and critique how the media present information</p> |
| Year 6 | <p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (Completed by every class as part of the RRSA Level 1 programme)</p> <p>L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices (Completed by every class as part of the RRSA Level 1 programme)</p> <p>L5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)</p> <p>L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>L16. what is meant by enterprise and begin to develop enterprise skills</p> <p>L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p> |

Organisation and who teaches PHSE, Relationship Education

It will be co-ordinated by Deputy Head Teacher, who has developed the present PHSE curriculum over the last two years. This is in close co-operation with the Head Teacher, and staff teaching the programme, who have regular training/CPD and are monitored through book/planning scrutinies.

Delivery will be:

- as topics in PHSE and SMSC class sessions
- through planned aspects of science
- through other curricular areas, such as ICT
- through specific, separate sessions which are taught in single gender groups (Year 5 and 6 only)

Working with parents

Canterbury Cross Primary School is committed to working with parents. This will be achieved by parents being invited to discuss the policy and view the age appropriate resources which will be used, should any changes be made.

Pupil withdrawal procedures

Under the 2008 Education Act, pupils can be withdrawn by their parents, from part of the relationships and sex education programme, that is outside the compulsory elements of sex and relationships education in the National Science Curriculum. Parents wishing to withdraw their children from the non-statutory element of Relationships Education should make an appointment to see the Head Teacher/Deputy Head Teacher, who will explore the concerns and the possibilities of adjusting the programme or approach to include their child. Discussion will take place about the possible impact that withdrawal may have on the pupil and they will talk with the parents about the pupil's possible negative experiences or feelings, which may result from non-participation, or inaccurate information they may receive from their peers.

SAFEGUARDING / CHILD PROTECTION

Confidentiality

Pupils will be made aware that some information cannot be held in confidence, and their safeguarding and best interests will be the primary consideration.

Disclosure or suspicion of possible abuse

Canterbury Cross Primary School has a Safeguarding policy and procedure for dealing with child abuse based on the Local Authority and Birmingham Safeguarding Board (BSCB) recommended guidelines and procedures. This policy is available on the website and on request at the office.

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Teachers have been informed that they do not have to answer questions of this nature directly; these can be addressed individually later, if appropriate, or referred to Senior Leaders / Designated Safeguarding Leads or Deputies in schools. The leadership of the school support individual teachers in using their discretion and skill in these situations; questions will always be answered factually.

Outside Agencies

Outside agencies will be used to support and assist teachers in the development of the class based work. On some occasions, outside agencies may be involved in class work, such as Health. All agencies will be required to work within the school's moral framework outlined earlier.

Provision for pubertal pupils

There are sanitary disposal units located in the Key Stage 2 toilets. There is also an additional unit in the disabled toilet in Key Stage 2 building. All sanitary protection is located in the medical room and in the office.

REVIEW

This policy will be reviewed in September 2021.