



Orchard Junior School

Growing together. **Branching out.**

PSHE including Relationships and Sex Education (RSE) Policy

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Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

(Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020)

1. Our Vision and Aims

Our vision at Orchard Junior School is to make a distinct and noticeable difference to the lives of each and every child in our care. As our society is ever-changing, our PSHE and RSE curriculum must reflect and prepare our children for the diversity of people and situations they will come into contact with as they move through their lives.

At Orchard, it is our aim to promote and develop personal, social and emotional well-being and self-esteem, so that children can make informed decisions and choices.

Our objectives are to:

- Encourage and enable pupils to keep themselves safe and make healthy choices
- Help pupils develop feelings of self-respect, confidence and empathy.
- Help parents/carers and pupils identify what children need to learn about personal, social and health issues and how they can take responsibility for their actions.
- Enable pupils to make reasoned, informed choices and know where to seek advice and guidance.
- Address the needs of the school and local community in relation to RSE, Drugs and Emotional Health including differences and diversity within the school community.
- Help children develop confidence in talking, listening and thinking about sex and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Teach children to show respect, empathy and acceptance to others regardless of their gender, sexuality, race, ability or family circumstances.

We recognise that every child will face difficult decisions in their lives but through our PSHE and RSE curriculum, we can support them in developing the capacity to

make sound decisions when facing risks, challenges and complex contexts. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help our children to become happy and successful adults who make a meaningful contribution to society.

2. Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children's and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health education compulsory in all schools.

3. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. REVIEW - all the relevant information, including local and national guidance, has been considered in the preparation of this policy.
2. STAFF CONSULTATION – All school staff have considered the draft policy, consider the impact and make recommendations to leaders. A parent governor was included at this stage.
3. PARENT/CARER CONSULTATION – Parents and carers were consulted on the draft policy in March 2021.
4. PUPIL CONSULTATION – PSHE leader investigated what pupils would like included in their PSHE/RSE.
5. RATIFICATION – Once amendments were made, the policy was shared with Governors, discussed and ratified.

4. Definition

PSHE gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

RSE is about the emotional, social and cultural development of pupils and involves learning about relationships, 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 PSHE and RSE curriculum is set out as per the information included in the appendices of this policy. The school will adapt these appendices as necessary based on careful monitoring.

Personal, social and health education (PSHE) help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across the curriculum, contributing fully to the life of their schools and communities. In so doing, they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If a pupil asks questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed. In some instances, we will use our professional discretion and deem a question unsuitable for discussion at school and direct it home, consulting with that child's parents if required.

Primary sex education is taught as part of the statutory science curriculum and focuses on reproduction. This is taught in Year 6 at Orchard Junior School.

6. Delivery of PSHE and RSE

At Orchard Junior School, PSHE spans the whole curriculum and our children benefit from wide and varied learning opportunities, all of which aim to develop them in order to be integrated, happy and successful members of our ever-changing, diverse society. Relationships are strong between staff and children and this allows opportunities to be seized in order to develop SMSC throughout the school day. In addition to this wide variety of learning opportunities, weekly lessons will be taught sensitively, using a variety of teaching techniques. Our children are taught the three core themes of PSHE: Relationships; Living in the Wider World and Health and Well-Being.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum in Year 6.

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 relationships
- Online relationships
- Being safe

Orchard Junior School will use a programme called "No Outsiders in Our School: Teaching the Equality Act in Primary Schools" (Andrew Moffat, 2019). The sessions are based around a series of age appropriate books that teach children about the characteristics protected by the Equality Act, 2010. (They include stories about a dog that doesn't feel like it fits in, two male penguins that raise a chick together and a boy who likes to dress up like a mermaid and aim to encourage children to explore identities, focus on diversity and embrace difference (see Appendix 3 for the full list of stories)).

Throughout our curriculum, we will present the diversity of family life taking care to ensure there is no stigmatisation of children based on their home circumstances (families can include: single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, parents/carers with disabilities and BAME families amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: 'looked after children' or 'young carers').

Through RSE, we equip our children with the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse. We focus on boundaries and privacy, ensuring the children understand they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families, and with others, in all contexts, including online. As the online world is so prominent in today's society, in conjunction with the e-safety objectives of our ICT curriculum, children will be taught how to recognise if friendships online are making them feel unsafe or uncomfortable and how to seek help or advice. They will also develop strategies for recognising and reporting hurtful or dangerous behaviour online.

PSHE and RSE must be accessible for all pupils taking into account age, development and individual circumstances. This is particularly important when planning teaching for pupils with special educational needs and disabilities as well as those with specific religious beliefs. High quality teaching that is differentiated and

personalised, in consultation with the family or carer, will be the starting point to ensure accessibility.

7. Roles and Responsibilities

7.1 The Governing Body is responsible for:

- ensuring the school has a robust and effective RSE policy and procedures
- ensuring the policy and procedures are monitored regularly and the Governing Body's Curriculum Committee is informed, at least annually, of the impact of the RSE Curriculum.

7.2 The Headteacher is responsible for:

- ensuring that PSHE and RSE is taught effectively across the school
- managing requests to withdraw pupils from non-statutory components of RSE.

7.3 The Subject Leader is responsible for:

- monitoring the impact of RSE Curriculum
- ensuring coverage and progression is clear and robust throughout the school and that skills and knowledge build year on year
- keeping their own knowledge up-to-date and making adjustments in the light of this information
- providing up to date guidance and resources for the teaching of PSHE and RSE to relevant staff and, where appropriate, parents.
- providing support where necessary for the rest of the teaching staff.

7.4 "Pupil facing staff" are responsible for:

- Delivering the PSHE and RSE curriculum in a clear, robust and, ultimately, sensitive manner. (Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss these with the headteacher.)
- Modelling positive attitudes towards PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils with parents where appropriate and referring for further support if required
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE (See section 8 below)

7.5 All other staff are responsible for:

- Upholding the principles of the RSE policy.
- Communicating with relevant "pupil facing staff" of any issues.

7.6 Pupils are responsible for:

- engaging fully in PSHE and RSE and, when discussing issues related to RSE
- treating all others with respect and sensitivity.

8. Parents Right to Withdraw

The national guidance states that parents have a right to withdraw their child from non-statutory elements of RSE. As Orchard Junior School only teaches statutory elements of the RSE curriculum, there is no right to withdraw.

9. Training

Staff are trained on the delivery of PSHE and RSE and is included in our continuing professional development calendar.

The headteacher, in liaison with the subject lead, will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring Arrangements

The **Governing Body**, through the Curriculum Committee, will monitor the effectiveness of the policy at least annually.

The **Headteacher** will monitor the effectiveness of the policy through the annual cycle of curriculum monitoring.

The **Subject Leader** will regularly monitor (at least termly) the impact of the PSHE and RSE through either:

- Planning scrutinies
- Learning Walks
- Pupil interviews
- Work scrutinies

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

This policy will be reviewed annually.

At every review, the policy will be approved by the Governing Body.

Appendix 1: Orchard Junior School PSHE Progression

Year Group	Year 3	Year 4	Year 5	Year 6
Relationships	<ul style="list-style-type: none"> • Recognise what makes a family. • Recognise characteristics of positive family life and relationships. • To recognise and respect that there are different types of family structure. • The importance of positive friendships and what makes a healthy friendship. • To recognise the importance of treating others with courtesy and respect. 	<ul style="list-style-type: none"> • Know how to cope with friendship problems and where to seek advice if needed. • The importance of seeking support if they feel lonely or excluded. • To understand the importance of staying safe online; knowing that people behave differently online. • understand that in risky or dangerous situations that it is better to say "no" and they should tell about a secret • understand that pressures to behave in unacceptable or risky ways may come from friends • to respect and celebrate the similarities and differences between people from different backgrounds. 	<ul style="list-style-type: none"> • Strategies for recognising and managing peer influence in friendship. • To know that friendships can change over time – strategies for resolving disputes positively. • Strategies for responding to hurtful behaviour experienced or witnessed offline and online. • Recognise different types of physical contact; what is acceptable and what isn't. • To listen and respond respectfully to a wide range of people. • How to recognise discrimination and how to challenge it. 	<ul style="list-style-type: none"> • To recognise there are different types of relationships. • To know why people choose to marry or form civil partnerships. • decide who has access to their bodies and demonstrate an understanding that some physical contact is unacceptable. • consider how they are perceived by others and that personal behaviour can affect others. • demonstrate the ability to negotiate and compromise and demonstrate a variety of ways of resolving conflict. • demonstrate an awareness of sources of help, in school, helplines, other adults, and know how to ask for help

<p>Health and Wellbeing</p>	<ul style="list-style-type: none"> ● contribute to making a classroom charter to enable children to enjoy school ● to develop strategies to recognise and talk about their feelings. ● show awareness of who to talk to with a problem, or if they experience or witness bullying ● describe the part they play in keeping themselves safe in school and in the local environment. ● To identify healthy and unhealthy choices. ● describe the risks of using alcohol and tobacco ● understand some people need/ use drugs for their own health and that all medicines are drugs. ● To identify personal strengths and achievements. 	<ul style="list-style-type: none"> ● accept responsibility for personal cleanliness ● To be able to identify a wide range of factors that influence physical and mental health. ● handle food safely and know that bacteria and viruses can affect health and that transmission may be reduced when simple safe routines are used ● understand that some people use drugs to appear grown-up and confident ● demonstrate an understanding about other things taken into their bodies, accidentally and on purpose, and how their bodies react to them ● 	<ul style="list-style-type: none"> ● To recognise the importance of self-respect and how this can affect how they feel about themselves. ● demonstrate a range of responses to use in difficult situations such as "No – I will not take the risk, I will ask", "No, it is not for me" ● To recognise individuality and different qualities in themselves. ● explain what might make a situation risky for them or children like them ● demonstrate a range of strategies to deal with pressure ● explain how to take personal responsibility and care for their bodies, including the importance of personal hygiene. ● describe the changes their bodies will go through at puberty and strategies with how to deal with the physical and emotional changes. ● understand that puberty will have an impact on themselves, their emotions and relationships 	<ul style="list-style-type: none"> ● understand the nature of role models, and that they are role models for younger children ● to recognise that mental health is just as important as physical health and to know things that may affect mental health. ● To have positive strategies for managing feelings and mental health. ● talk about their feelings about drugs and issues such as drugs in sport, drug-related news items ● demonstrate understanding of the importance of balance between work and leisure ● describe the effects of substances and drugs on the body and how they affect how you feel ● describe the risks of misusing prescribed/ illegal drugs, as well as alcohol and tobacco ● explain the effect substance misuse can have on friendship and family relationships ● describe the changes the body goes through at puberty ● are a preparation for sexual maturity ● demonstrate an awareness of the difference between secrets which make people happy and secrets which can hurt or frighten people
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				<ul style="list-style-type: none"> • express their expectations and feelings about transfer to a new school
Living in the Wider World	<ul style="list-style-type: none"> • To know how the internet is used. • Understanding their rights and responsibilities. • To show an awareness of the skills required for different jobs and what different jobs include. • Being able to set personal goals. 	<ul style="list-style-type: none"> • How data is shared and used on the internet. • What makes a community? • To recognise the shared responsibilities that come with being part of a community. • To begin to understand how to use money and keep it safe. 	<ul style="list-style-type: none"> • To understand how online information is targeted. • To recognise different media types, their role and impact. • To identify different jobs interests and aspirations. • What influences career choices? • To challenge workplace stereotypes. • To show compassion and empathy to others. • recognise the importance of equal opportunities and demonstrate concern for others and describe initial thoughts on human rights. 	<ul style="list-style-type: none"> • To evaluate media sources. • To understand the dangers and risks associated with sharing things online. • To develop understanding of influences and attitudes towards money. • To recognise what can be financial risks eg gambling. • To value diversity and know how and when to challenge discrimination.

Appendix 2: PSHE and RSE Long term Overview (to be taught in this structure from September 2021)

	Autumn: Relationships			Spring: Health and Wellbeing			Summer: Living in the wider world		
	Families and friendships	Safe relationships	Respecting ourselves and others	Physical health and Mental wellbeing	Growing and changing	Keeping safe	Media literacy and digital resilience	Money and work	Belonging to a community
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	The value of rules and laws; rights, freedoms and responsibilities
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal hygiene routines and how to look after themselves including the correct terminology for external genitalia.	Medicines and household products; drugs common to everyday life	How data is shared and used	Making decisions about money; using and keeping money safe	What makes a community; shared responsibilities
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing. Physical and emotional changes in puberty.	Keeping safe in different situations, including responding in emergencies; first aid	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Protecting the environment; compassion and empathy towards others
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	Valuing diversity; challenging discrimination and stereotypes


Appendix 3: RSE By the end of primary school pupils should know


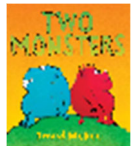
TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage and civil partnerships represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p>



	<p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>
Respectful relationships	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>

Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>
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Appendix 4: No Outsiders in our School




Year 3 No Outsiders in our School (RSE)		
Books	Themes and Objectives	Activities/Discussion Questions
 <p>Oliver by Birgitta Sif</p>	<p>To understand how difference can affect someone.</p> <ul style="list-style-type: none"> - <i>How important friendships are in making us feel happy and secure, and how people choose and make friends</i> 	<p>Before looking at the book brainstorm what different means. Then discuss what feeling/being different means.</p> <p>Inference – what clues are there for why he felt like this? Why else (no clues) personal experience – Is he happy or sad? (all through book)</p> <ul style="list-style-type: none"> -who are they? How is he different to all the other children? -Who would like to be Oliver? What did he get up to? - Is he the only child like this (girl and her teddy) -Why was he different? Why didn't it matter? <p>How was she different?</p> <p><u>TASK</u></p> <p>Do you think you are like Oliver?</p> <p>Persuade someone else that you could be their friend.</p> <p>Create an advert 'I could be your friend...'</p>


 <p>And Tango Makes Three by Justin Richardson</p>	<p>To accept people who are different from me.</p> <ul style="list-style-type: none"> - <i>To know that families are important for children growing up.</i> - <i>To recognise that other families may look different to theirs but are still characterised by love and care.</i> - <i>To understand what discrimination means and how to challenge it.</i> 	<p>What is a family? What do all families have in common?</p> <p>Does it matter how a family is made up? How do you think Roy and Silo felt when they couldn't hatch a chick?</p> <p>What sorts of things did Roy and Silo do for their chick when she was born? Was this any different to the other penguins?</p> <p>What makes a happy family?</p>
 <p>Two Monsters by David McKee</p>	<p>To find a solution to a problem.</p> <ul style="list-style-type: none"> - <i>Know how to cope with some friendship problems</i> - <i>To understand the impact of bullying and the consequences of hurtful behaviour.</i> 	<ul style="list-style-type: none"> - Link to Disney's day and night - Lot's of discussion on different perspectives emotional consequences. Explain that the monsters fought because they didn't communicate. They thought the other was different so didn't communicate.. - Do we listen to one another in the classroom? Do we know about each other? <p>TASK – Role play</p> <p>Place 10 chairs across the middle. The chairs are the mountain. The chairs divide the classroom so we can't work together. Our job is to</p>


		remove the chairs using or knowledge of each other to remove them. The chn to think of something they share with another child to remove a chair
 <p>The New Jumper by Oliver Jeffers</p>	<p>Use strategies to help someone who feels different.</p> <ul style="list-style-type: none"> - <i>How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help.</i> - <i>The importance of respecting others, even when they think differently or make different choices to you.</i> 	<p>Definitions of excluded and included</p> <p>Discussion on what they think the story is about and why? Have the children ever felt different? Why? How could the children help someone who feels different?</p> <p>Activity – write a diary entry from the point of view of Gillespie. Explain why he wanted to help Rupert, and how it made him and Rupert feel?</p>
 <p>Beegu BY Alexis Deacon</p>	<p>To be welcoming.</p> <ul style="list-style-type: none"> - <i>Families are important because they can give love, security and stability.</i> - <i>That personal behaviour can affect other people; to recognise and model respectful behaviour.</i> - <i>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; to recognise that everyone, including them, should</i> 	<p>Lesson 1: 'Outsider'</p> <p>Read story and make a list of how Beegu is made to feel unwelcome. Discuss how he feels.</p> <p>Play welcoming game</p> <p>TASK: Make a list of behaviours or situations where people are made to feel like an outsider. Children to record a response to make someone feel welcome</p> <p>Lesson 2:</p>


	<i>expect to be treated politely and with respect.</i>	<p>Who agrees with Beegu's Parents? Why do they think this? Why did Beegu agree? What clues are there in the book?</p> <p>Describe an adult who proves Beegu's parents wrong. An adult at school and an adult at home.</p> <p>EXT: tips to adults who don't show love, security and stability</p>
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Year 4 No Outsiders in our School (RSE)		
Books	Themes and Objectives	Activities/Discussion Questions
 <p>Dogs Don't Do Ballet by Anna Kemp</p>	<p>To know when to be assertive.</p> <ul style="list-style-type: none"> - <i>To respect differences and similarities between people and recognising their strengths and interests.</i> 	<p>What does assertive mean? Being brave to speak up. Discuss scenarios of when to be assertive – when is it appropriate? Why might some people not be brave enough to speak up?</p> <p>Why does the dog like doing ballet?</p> <p>What do you really like doing? What is your favourite thing? How would you feel if someone said you couldn't do it or children couldn't do it?</p> <p>What would you do if everyone said you couldn't do it? How would you convince them and who would you talk to?</p>


 <p>My Princess Boy by Suzanne DeSimone Cheryl Kildavos</p>	<p>To promote diversity.</p> <ul style="list-style-type: none"> - <i>To know what diversity is and to accept that some people may be different to me.</i> - <i>To celebrate diversity.</i> - <i>To understand the importance of respecting others.</i> - <i>To understand what a stereotype is and how damaging these can be.</i> 	<p>What upsets Princess Boy? Is he hurting anyone by wearing a dress? Have you ever done anything even though no one else was doing it? How did you feel? How can we ensure everyone feels accepted and welcome in our school? Look at the Equality Act 2010. Which characteristic is relevant to this story?</p>
 <p>The Way Back Home by Oliver Jeffers</p>	<p>To overcome language as a barrier.</p> <ul style="list-style-type: none"> - <i>To recognise strategies for building positive friendships.</i> - <i>To know the importance of seeking support if they feel lonely or excluded.</i> - <i>To listen and respond respectfully to a wide range of people.</i> 	<p>Lesson 1 - When might we struggle to communicate with others? (e.g. on holiday). Learn sign language – alphabet/songs. Make up own signs for animals etc.</p> <p>Lesson 2 – What makes a positive, healthy friendship?</p>
 <p>The Flower by John Light</p>	<p>To ask questions.</p> <ul style="list-style-type: none"> - <i>To recognise when keeping something confidential is appropriate and when it is right to break a confidence or share a secret.</i> 	<p>Lesson 1: What questions do you have? It is fine to ask and have questions but who would you ask and check with. Discuss why the book was labelled 'dangerous' and why a library is seen as 'dangerous'. Discuss how curiosity and questions can help find answers and make changes for the better.</p>


		Lesson 2: Keeping something confidential or secret. When is it good to keep a secret?
 <p>Red; A Crayon's Story by Michael Hall</p>	<p>To be who you want to be.</p> <ul style="list-style-type: none"> - <i>To recognise the importance of self-respect and how that links to their own happiness.</i> - <i>To recognise that everyone, including them, should be treated politely and with respect regardless of their beliefs, choices, lifestyle etc.</i> - <i>To learn strategies to respond to hurtful behaviour and know how to report it and get support.</i> 	<p>Lesson 1: Should not be made to feel bad for not being what everything thinks you should be. A friend comes along and sees hidden qualities.</p> <p>Lesson 2: Think about what comments other might make to you that would upset you. Write positive comments about what you are good at and what others would say you are good at. Strategies to respond to hurtful behaviour (online and face-to-face). How to report concerns/get support?</p>



Year 5 No Outsiders in our School (RSE)		
Books	Themes and Objectives	Activities/Discussion Questions
 <p>Where The Poppies Now Grow by Hilary Robinson</p>	<p>To learn from our past.</p> <ul style="list-style-type: none"> - <i>To learn from people that have gone before us.</i> 	<p>How did the boys feel about war before they went to fight? How did they feel when they were there? Why was Ben left on the battle-field? Was it because no-one</p>



	<ul style="list-style-type: none"> - <i>To recognise that friendships have ups and downs.</i> - <i>To identify the characteristics of a healthy friendship including loyalty, kindness, trust.</i> - <i>To recognise who to trust.</i> 	<p>cared? What is special about the friendship depicted between Ben and Ray? How does the structure of the book aid our understanding of their friendship? What can we learn from their relationship? How do we remember people who fought in wars today? Why is the poppy used? Do you think we should still hold Remembrance services when they are no soldiers left? How would Ben and Ray feel if we forgot their story?</p>
<p>Rose Blanche by Roberto Innocenti</p> 	<p>To justify my actions.</p> <ul style="list-style-type: none"> - <i>To know when difficult decisions need to be made.</i> - <i>To justify your actions.</i> - <i>To understand what is meant by discrimination and how to challenge it.</i> - <i>To learn strategies for how to respond to hurtful or damaging behaviour; how to get support and report it.</i> - <i>To understand about confidentiality- knowing when to keep things secret and when to tell someone.</i> 	<p>How do we know this book is told from a child's perspective? Where are the lorries in the story going? What are they carrying?</p> <p>What does Rose do in the story? Why does she do that? What do you think her mother would have done if she'd found out?</p> <p>Look at the language in the last paragraph: <i>Fresh grasses advanced across the land. There were new explosions of colour. Trees put on their bright new uniforms.</i> What is the author trying to convey?</p> <p>Rose's actions are very brave – why does she do it?</p> <p>Children to write a letter as if they are Rose to one of their friends explaining</p>

		what they have found out and how it has made them feel.
 <p>How To Heal A Broken Wing by Bob Graham</p>	<p>To recognise when someone needs help.</p> <ul style="list-style-type: none"> - <i>To empathise with others and recognise people have different life experiences to us.</i> - <i>To recognise the responsibility of bystanders in a situation and how to get help.</i> - <i>To recognise how important friendships are in making us feel happy and secure and to recognise characteristics of a healthy friendship.</i> - <i>To respect others.</i> 	<p>Read the book through once and discuss initial thoughts.</p> <p>Introduce Amnesty International and the idea that they try to help give people the freedom of speech who otherwise are not able to speak freely.</p> <p>Reread the story focusing on the bird.</p> <p>Why did the bird not ask for help? He had no voice but the boy gave him one.</p> <p>What would have happened if the boy had not done this?</p> <p>Give children copies of some of the pages with only pictures. Ask them to add text to these pages.</p> <p>How can we be like the boy when we're at school?</p>
 <p>The Artist Who Painted A Blue Horse by Eric Carle</p>	<p>To appreciate artistic freedom.</p> <ul style="list-style-type: none"> - <i>To appreciate people can themselves in different ways.</i> - <i>To understand the importance of self respect and respecting others, even if they make different choices.</i> - <i>To be able to express yourself freely and be confident in your choices.</i> 	<p>Who were the Nazis?</p> <p>Nazis believed completely the opposite of what we say in school about being creative – why do you think they held this opinion?</p> <p>What do you think might have happened to Herr Krauss if the Nazis found out that he had shared the paintings with Eric?</p>

		<p>Why do you think Herr Krauss showed the paintings?</p> <p>Do you think the Nazis would have let us teach lessons using books like this? Why?</p> <p>What do we do at Orchard to make sure that the Nazi ideas never happen again?</p> <p>Give children a range of animal outlines to decorate as they choose. Collect them together to celebrate diversity and differences in thinking.</p>
 <p>This is Our House by Michael Rosen</p>	<p>To understand what 'discrimination' means.</p> <ul style="list-style-type: none"> - <i>That healthy friendships are positive; do not make others feel lonely or excluded</i> 	<p>Discuss book and the characters. How do the characters make everybody feel and why? Discuss meaning of discrimination.</p> <p>Activity – write an apology letter from George's point of view. The children will need to explain why he is sorry, what he did, how he will change and why he will change.</p>

Year 6 No Outsiders in our School (RSE)		
Books	Themes and Objectives	Activities/Discussion Questions
 <p>King and King by Linda De Haan and Stern Nijland</p>	<p>To understand why people choose to get married.</p> <ul style="list-style-type: none"> - <i>What constitutes a positive, healthy relationship?</i> 	<p>What is a wedding and have the children attended any? Discuss and show pictures of different varieties of weddings e.g. from different cultures, same sex marriages,</p>

	<ul style="list-style-type: none"> - <i>That caring, stable relationships can look different.</i> - <i>That marriage represents a formal and legally recognised commitment of two people which is intended to be lifelong.</i> 	ages etc. Looking at the pictures – what is similar and different? Explore why people get married.
 <p>The Whisperer by Nick Butterworth</p>	<p>To stand up to discrimination</p> <ul style="list-style-type: none"> - <i>That families are important for children because they can give love, security and stability.</i> - <i>To recognise and respect that there are different types of family structure that may not look like their own.</i> - <i>To understand reasons why some people may choose to hide their identity for fear of being labelled or assumptions being made.</i> - <i>To recognise pressure from others to make them do something they're uncomfortable with and strategies for managing this.</i> 	<p>When the parents told Monty and Amber to leave each other, what do you think they should have done? Did they do the right thing? What is a rumour? Why are rumours so damaging?</p> <p>Why do you think 'the whisperer' never revealed his identity?</p>
 <p>The Island by Armin Greder</p>	<p>To challenge causes of racism.</p> <ul style="list-style-type: none"> - <i>To understand the importance of respecting everyone, even when they are from different backgrounds or places.</i> - <i>To understand what a stereotype is and how stereotypes can be unfair, negative and destructive.</i> - <i>To identify ways to stand up to prejudice and challenge preconceptions.</i> 	<p>Describe the character washed up. What is the reaction of the people who live there? Why do you think they react this way? Is it fair?</p> <p>What rumours were spread about the man?</p> <p>How was he treated?</p> <p>Why do they build a wall around the island? What will the consequences be? (They'll never meet anyone different to them) Why is this a bad thing?</p>

		Talk about how learning about something, leads to understanding and acceptance. Can this apply to this book?
	<p>Love You Forever by Robert Munsch</p> <p>To consider how my life may change as I grow up.</p> <ul style="list-style-type: none"> - <i>To consider how life may change as I grow up.</i> - <i>To understand the cycle of life.</i> - <i>That families offer love, security and stability and are important for children growing up.</i> 	<p>How does the mother feel towards her son? Do her feelings change as they grow? How does the story make you feel?</p> <p>Complete a timeline for an imaginary person – what sort of significant events might happen? Will they all be happy events?</p>
	<p>Dreams of Freedom by Amnesty International</p> <p>To recognise my freedom.</p> <ul style="list-style-type: none"> - <i>To understand the importance of self respect and how this links to their own happiness.</i> - <i>To know I have rights and I can decide how I live my life when I grow up.</i> - <i>To know I can be who and what I want to be.</i> 	<p>Discuss a selection of quotes made by famous figures. <i>Eg 'If I am different, I make no apology and I hope that others will have the courage to be themselves; stand up for what they believe in; fight for those who need protection; love who they want to love and be proud of it.</i> What does this mean?</p> <p>Ask children what their hopes, dreams or goals for the future are.</p> <p>Children to come up with their own quote for the book and illustrate it as they choose.</p>

Appendix 5: Curriculum Map Science (Sex education)

Under the National Curriculum, the basics of sex education fall within the science curriculum. The statutory content requires maintained schools to teach children about human development, including puberty, and reproduction. In Year 2, children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Year 6, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty, including periods (*Puberty is taught in Year 5 at Orchard Junior School*). Beyond this, sex education isn't compulsory in primary schools. They may, however, decide to provide additional sex education based on the needs of their pupils, and indeed, many do.