



St Mary Abbots School

Relationships and Sex Education Policy

Autumn 2022



St Mary Abbots' school vision

Our school vision, which draws on the parable of the Mustard Seed (Matthew 13:31-32,) is rooted in our Christian ethos and values (friendship, peace, justice, forgiveness, hope and thankfulness). We are committed to creating a school in which children can flourish in all things, physically, socially, emotionally and spiritually.

We believe that everyone should be treated with dignity and respect as we are all made in the image of God and are equally precious in the sight of God. We also follow Christ's example in modelling and teaching relationships in ways which emphasize love, kindness, wisdom and compassion.

We are conscious that children and young people today are growing up in an increasingly complex world and living their lives both on and offline. This means that they are presented with 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 personal, social, spiritual and academic lives in a positive way which respects themselves and others as children of God.

The school is closely linked with its parish church, St Mary Abbots, Kensington. www.smaw8.org The church is an open and inclusive church in the liberal catholic tradition of the Church of England, which welcomes and affirms everyone in the name of Jesus Christ. This has informed the development of a curriculum which, as described in the Church of England's charter, "will be delivered in a way that affords dignity and shows respect to all who make up our diverse community."

Church of England Charter (Appendix 6)

https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter_0.pdf

As a Church of England school, we undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE). This is underpinned by two key biblical passages:

So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)

I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

Aims & Purpose of Relationships and Sex Education

As a Church School following the Church of England standpoint described above, the aims of this policy (shown below) and of our RSE curriculum are to prepare pupils for living and learning safely and respectfully in the modern world. They will:

- Reflect and strengthen the school's Christian ethos and culture.
- Reflect the school's Church of England Status.
- Take place within a school environment which enables children and adults to flourish.
- 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.
- Link clearly with the science curriculum's topics on these subjects.
- Help pupils develop feelings of self-respect, confidence, empathy and self-worth.
- Help pupils to develop resilience to cope with life's ups and downs, but know how to access help if needed.
- Create a respectful culture around issues of sexuality and relationships.
- Link clearly with RE modules in KS1 and KS2 which make clear the Church of England's teaching on marriage, relationships and stages of life.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Develop pupils age-appropriate understanding of healthy and positive relationships including respect and consent.
- Safeguard adults and children.
- Ensure RSE meets the requirements of the Equalities Act 2010 and the SEND Code of Practice.

This policy and our RSE curriculum are compliant with statutory guidance and are informed by this and the supplementary documents listed below:

Gov: Children and Social Work Act 2017

<https://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted>

Gov: Equalities Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

Education Act 1996

Keeping Children Safe in Education (2022 and updated thereafter)

Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education
www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

Department for Education: National Curriculum in England Science Programme of Study
<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

Church of England Education Office: Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)
https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter_0.pdf

Church of England Education Office: Valuing All God's Children
https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

Church of England Education Office: SIAMS Evaluation Schedule
https://www.churchofengland.org/sites/default/files/2018-04/SIAMS%20Evaluation%20Schedule%202018_0.pdf

British Values

School Safeguarding Policy (see school website)

School Behaviour and Antibullying Policy (see school website)

Policy Development

This RSE policy has been discussed in two meetings of the Full Governing Body, as well as with school staff. This draft has been prepared by the Head Teacher and the Vicar (who is also Co-Chair of Governors) and shared with Governors for feedback. This draft policy and overviews of curriculum resources will be shared with parents as part of our parent consultation. Our curriculum is based around the SCARF (Safety, Caring, Achievement, Resilience, Friendship) scheme, provided by Coram Life Education, whose resources are used for the wider PSHE curriculum (see Appendices). Some non-statutory topics have been edited in response to Governor feedback, and links made to the distinctive Church of England teaching on marriage and relationships delivered through the RE curriculum.

A full copy of this RSE policy and overviews of the resources (see Appendices) will be made available to parents and will be published on the school website. Parent feedback and comments will be sought via a questionnaire, as part of our broader consultation before the policy returns to Governors for final approval.

Each half term, parents will be informed via class curriculum newsletters of the RSE content being covered. In Year 6, the resources used to teach Sex Education will be shared with the parents in advance.

The policy will be reviewed every three years.

Relationships Education

RSE is about the emotional, social, cultural, moral and spiritual development of pupils. It involves learning about relationships, sexual health, sexuality, marriage, celibacy, abstinence, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different family structure or structure of support around them e.g. looked after children or young carers.

Relationships Education will be taught throughout the school, from Early Years through Key Stage 1 and into Key Stage 2. Topics and themes will be developed from year to year in greater depth taking into account the pupils' age and maturity. These topics will include the development of communication and social skills, as well as the resilience and character that are fundamental to pupils becoming happy, successful and productive members of society.

Each term, all classes in the school will focus on a different area of Relationships Education. These topics will be taught in the following order, through our weekly PSHE (Personal, Social, Health & Economic Education) sessions:

- Autumn 1: Me and My Relationships
- Autumn 2: Valuing Difference
- Spring 1: Keeping Myself Safe
- Spring 2: Rights and Responsibilities
- Summer 1: Being My Best
- Summer 2: Growing and Changing

The scheme of work that we will be basing our Relationships, Sex and Health Education on is the SCARF (Safety, Caring, Achievement, Resilience, Friendship) scheme, provided by Coram Life Education (see Appendices 1 and 2). This is a flexible, well-resourced scheme which is kept up-to-date in line with government and Ofsted guidelines. All Relationships Education lessons will be taught by the class teacher. In EYFS, the SCARF Reception curriculum will be followed.

Links with RE teaching

In Year 2, pupils are introduced to the Christian understanding of baptism, which will be linked with the life stages elements of the RSE curriculum. They also learn about Christian teaching on marriage and promises made before God. In Year 6, they learn about the journey of life and death seen from a Christian perspective, and the way in which the sacraments and associated rituals mark important points in life. They also study the Christian understanding of marriage and what this means for a believer. Links will be drawn between these topics and the related areas covered in RSE.

Accessibility of content for all pupils, including those with Special Educational Needs and Disabilities

Relationships Education will be made accessible to all pupils, including those with SEND, through quality-first teaching and supported by extra one-to-one support where necessary. Vocabulary will be clearly explained with visuals and examples. Content will be delivered in such a way that all children can relate to scenarios and situations being discussed e.g. through drama or role-play.

Health Education and Science

In addition to Relationships Education, schools are required to teach children Health Education, including puberty and menstruation. We do this through our PSHE sessions. The National Curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals (see Appendices 3 and 4).

Relationships and Health Education have been compulsory in primary schools from September 2020. No child can be withdrawn from this part of the curriculum. No child can be withdrawn from the National Curriculum for Science.

Sex Education

Although non-statutory, it is recommended by the government that children in primary schools are taught, in a timely manner, age-appropriate Sex Education. At our school, sex education is taught in Year 6 and it refers specifically to learning about human conception. Children learn the facts of sexual intercourse and this will be complemented by learning about the laws regarding sexual intercourse and by discussions about respecting others' rights and bodies. Pupils will learn that positive, caring environments are essential for the development of good self-image and that individuals are in charge of and responsible for their own bodies. They will be supported to acquire skills and attitudes which allow them to manage their relationships in a responsible and healthy manner.

Under the Education Act 1993, pupils can be withdrawn by their parents from any Sex Education that is not a compulsory part of the Science curriculum, until three terms before the child's sixteenth birthday. Sex Education materials will be available for Year 6 parents to view. Parents will also be able to see the planned programme and ask questions about it prior to its delivery, and provide feedback. The school recommends that where possible, Year 6 children are not withdrawn from these lessons. This helps to avoid any social and emotional effects of being excluded, as well as to reduce the likelihood of children hearing about the content of the lessons second-hand from their peers, rather than from a teacher. However, these effects can be mitigated if a parent proposes to deliver sex education at home instead, and the wishes of the parent will ultimately be respected by the school.

In the case of Sex Education in Year 6, and lessons about puberty, the school nurse may also be invited to assist in the teaching of these topics, or to take single-sex groups for more detailed discussions about topics such as menstruation. The school will make adequate and sensitive arrangements to help girls prepare for and manage menstruation, including requests for menstrual products.

Answering difficult questions

Questions asked by children do not have to be answered directly and can be addressed individually later. We believe that individual teachers must use their skill and discretion in these situations and refer to the Headteacher if they are unsure of how to respond. Where a teacher believes that the answer to a question is not appropriate for the whole class they will either answer this question individually or refer the child to their parent.

Safeguarding

Teachers cannot offer or guarantee absolute confidentiality: children should be made aware of this. However, children will be reassured that the school will provide a safe and secure environment and that any fears or worries they bring into the classroom will be listened to. Where appropriate, pupils will be encouraged to talk to their parents or carers. Effective RSE, which brings an understanding of what is and what is not acceptable in a relationship, can lead to disclosure of a child protection issue. There may also be rare occasions when a teacher is directly approached by a primary aged child who is sexually active or is contemplating sexual activity, or who has experienced some form of sexual abuse, FGM or CSE. The teacher should pass on the concern to

the Designated Safeguarding Lead (DSL) as soon as possible. The DSL will then decide how to proceed, and where appropriate, advise the teacher of the next steps to be taken. If a staff member is unsure, they should seek advice from the DSL.

Roles, Monitoring and Evaluation

Following consultation with parents, the Governing Board will approve and oversee this policy and the curriculum resources used to teach RSE. The Governing Board will hold the senior leadership team and RSE Lead (appointed by the Headteacher) to account for the intent, implementation, and impact of this policy.

This includes:

- Embedding a whole school approach to RSE in the school curriculum.
- Providing high quality training for teachers ensuring effective teaching.
- Keeping resources updated.
- Staying up-to-date with current themes.
- Ensuring dedicated curriculum time for RSE.

The Governing Board will appoint a lead Governor for RSE.

Teaching staff will be trained in the delivery of the RSE curriculum, as set out in this policy. SLT and the PSHE/RSE Lead will monitor delivery for consistency. Outcomes from RSE may be recorded or displayed. Ongoing monitoring and evaluation will be carried out e.g. through pupil voice. The outcomes from monitoring and feedback will be used to inform the curriculum as it evolves.

The Headteacher will ensure that staff who have concerns about the teaching of RSE will have an opportunity to discuss them.

Parents' Right to Withdraw

Primary school parents do not have the right to withdraw their children from Relationships Education. Year 6 parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from Sex Education.

Review of the policy

This policy will be reviewed during the Summer Term of 2025.

Appendix 1

Relationships, Sex and Health Education statutory guidance from the DfE

By the end of primary school:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
	<ul style="list-style-type: none">• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
	<ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.

<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
--------------------------	---

<p>Changing adolescent body</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.
--	---

Appendix 2

PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes
(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)



Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference ¹ Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body health – food, exercise, sleep Growth Mindset	Cycles ² Life stages ² Girls and boys – similarities and difference ³
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches ⁴ Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts ⁵ Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets ⁶ Appropriate touch ⁸ Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing ⁷ Privacy ⁷
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity ⁹ Being respectful and tolerant ⁹ My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills Changing bodies and puberty ⁹	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty ¹⁰ Managing difficult feelings Relationships including marriage ¹¹
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media ¹²	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change ¹³ How my feelings help keeping safe ¹³ Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships ¹⁴	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring, communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes ¹⁵ Keeping safe Body Image Self-esteem Sex education ¹⁶

Links to RSE curriculum

Notes on RSE content in SCARF overview:

1. In this unit, children learn about different types of families and familial structures comparing how their family is similar or different.
2. In this unit, children will learn about the life cycles of chicks, tadpoles and butterflies. They will also learn the human life cycle of how humans grow from being a baby to old age.
3. In this unit, the children will be introduced to the scientific terms for their private parts and will learn the words vagina and penis. They will think about how girls and boys' bodies differ.
4. In this unit, children will use the NSPCC PANTS resources to learn about safe and unsafe touches (NSPCC PANTS resources have been used by schools for some time).
5. In this unit, there is a brief reference to the scientific names of children's private parts and why they are called private parts, linking to the topic of privacy in the bathroom.
6. In this unit, children will discuss touches that they like and do not like linked to the NSPCC PANTS rule and discuss who they could talk to if they are worried about or if they do not feel comfortable with any touch. They will also learn about secrets and whom they could talk to if they felt uncertain, worried or uncomfortable with a secret.
7. In this unit, children will label the body parts of children with clothes on, in swimwear and naked, using the scientifically appropriate names. They will also think about what makes boys and girls different and remind children of the importance of keeping their genitals private. They will also discuss whom they could talk to if they felt unsafe in any situation.
8. In this unit, children are introduced to the terminology of *adoption*, *fostering* and *same-sex couples* when thinking about different relationships and different types of family. They will also consider what things people may be prejudiced against. They will also discuss what they can do and whom they can talk to if they are being bullied.
9. In this unit, children will learn about what ages children can start puberty, and what happens when they do. They will learn about the menstrual cycle and why this happens with reference to eggs and sperm. **At this stage, the children do not learn about sexual intercourse (this is non-statutory and will be taught in Year 6).**
10. Children will recap on puberty and the menstrual cycle and learn about sanitary products. Children will also learn about wet dreams and learn what to do in order to maintain personal hygiene.
11. Children will recognise that marriage includes same-sex and opposite sex partners (and that in order for same-sex couples to marry it will be in a civil ceremony). They will know the legal age for marriage in England and discuss why people would want to get married.
12. Through discussion, children will learn about various stereotypes in the media. They will also be introduced to the terms *biological sex*, *gender identity*, *gender expression* and *sexual orientation*. Children will discuss the idea of prejudice and consider why people are bullied and how it can be stopped.
13. In this unit, children will recap on puberty and learn how to take care of their body both emotionally and physically during puberty. There is a brief reference to female genital mutilation (FGM) to support safeguarding. Children will learn how to keep themselves or someone they know safe if they were concerned about this issue. Children will also learn about how emotions and feelings change during puberty, as well as their body, which links to the National Curriculum for Science.
14. In this unit, children will learn about why people might want to make a public demonstration of their love through marriage or civil ceremonies. They will also learn about arranged marriage in some cultures, where the individuals have a choice. Children will also learn about the illegality of forced marriage, consider why this might happen and how to seek help if it were to happen to them. Childline resources are used to support this.
15. In this unit, children will define puberty, giving examples of some of the physical and emotional changes associated with it. They will also discuss and suggest strategies to support someone who felt challenged by the changes of puberty. There is a brief reference to female genital mutilation (FGM) linking to young people having a right to decide what happens to their own body.
16. Sex Education in Year 6 is **non-statutory** and teaches how babies are conceived through sexual intercourse. There is a reference to IVF as an alternative way to conceive.

Appendix 3

National Curriculum for Science – statutory guidance

At Key Stage 1 pupils should be taught to:

- Y1 - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Y2 - notice that animals, including humans, have offspring which grow into adults. (They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.)

At Key Stage 2 pupils should be taught to:

- Y5 - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird and describe the life process of reproduction in some plants and animals.
(Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals).
(Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty).
(Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows).
- Y6 - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks became longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.

Appendix 4



Cornerstones Curriculum 22

Science overview

Science programmes of study in the national curriculum are assigned to year groups. However, this is not compulsory and they must be covered before the end of the phase. Physics is not formally introduced until Key Stage 2. However, in Key Stage 1, children have opportunities to explore natural phenomena, such as shadows.

In Curriculum 22, the names of the science projects are matched to the national curriculum aspects, for example, Living things and their habitats and Earth and space. However, in Key Stage 1, the aspect of Animals, including humans has been separated so that children study humans before expanding to explore animals.

The science projects are sequenced to develop both children's substantive and declarative knowledge, and if possible, make meaningful links to other projects. For example, in Year 3, the projects *Plant Nutrition and Reproduction* and *Light and Shadows* are taught alongside the design and technology project *Greenhouse* and the art and design project *Beautiful Botanicals*. These links allow for children to embed their substantive knowledge in new and often real-life contexts.

The sequencing of projects ensures that children have the substantive knowledge and vocabulary to comprehend subsequent projects fully. Each project's place in the year has also been carefully considered. For example, projects that involve growing plants or observing animals are positioned at a suitable time of year to give children the best possible opportunity to make first-hand observations. Within all the science projects, disciplinary knowledge is embedded within substantive content.

Key Stage 1

In Year 1, children start the autumn term with *Everyday Materials*, linking this learning to the design and technology project *Shade and Shelter*. In the *Human Senses* project, they learn about parts of the human body and those associated with the senses. In the spring project *Seasonal Changes*, they learn broadly about seasonal changes linked to weather, living things and day length. They revisit some of this learning in the following summer term project *Plant Parts*. They finish with the project *Animal Parts*, linking back to their knowledge about body parts and senses and identifying commonalities.

In Year 2, children begin the autumn term with the project *Human Survival*, learning about the survival needs of humans, before expanding to study animals within their habitats in the project *Habitats*. Building on learning from Year 1, children learn about the uses of materials in the spring project *Uses of Materials* and begin to understand changes of materials through simple physical manipulation, such as bending and twisting. The spring *Plant Survival* project also explores survival, with children observing what plants need to grow and stay healthy. Finally, in the project *Animal Survival*, children bring together learning from the autumn term, thinking about what animals need to survive.

Lower Key Stage 2

Having learned about human body parts, the senses and survival in Key Stage 1, children now focus on specific body systems and nutrition in Key Stage 2. In the autumn term of Year 3, they learn about the skeletal and muscular system in the project *Skeletal and Muscular Systems*. This learning again links to other animals, with children identifying similarities and differences. Children also learn about healthy diets alongside the autumn term design and technology project *Cook Well, Eat Well*. In the spring term, properties of materials are revisited in the project *Forces and Magnets*, with children identifying magnetic materials and learning about the non-contact force of magnetism. They also begin to learn about contact forces, investigating how things

move over surfaces. Science learning about rocks and soils is delivered through the geography project *Rocks, Relics and Rumbles*. Children begin to link structure to function in the summer *Plant Nutrition and Reproduction* project, identifying the plant parts associated with reproduction and water transport. Children finish the year with the project *Light and Shadows*, where they are explicitly introduced to the subject of light, with children learning about shadows and reflections, revisiting language from Key Stage 1, including opaque and transparent.

In the autumn term of Year 4, children learn about the digestive system, again making comparisons to other animals, in the project *Digestive System*. The second autumn term project *Sound* introduces the concept of sound, with children identifying how sounds are made and travel. They learn and use new vocabulary, such as pitch and volume, and identify properties of materials associated with these concepts. In the spring term project *States of Matter*, children learn about solids, liquids and gases and their characteristics. They understand how temperature drives change of state and link this learning to the project *Misty Mountain, Winding River*, in which children learn about the water cycle. Up to this point, children have had many opportunities for grouping and sorting living things. In the spring project *Grouping and Classifying*, children recognise this as 'classification' and explore classification keys. Finally, in the summer term, children study electricity by creating and recording simple circuits in the project *Electrical Circuits and Conductors*. They also build on their knowledge of the properties of materials, identifying electrical conductors and insulators.

Upper Key Stage 2

In Upper Key Stage 2, children broaden their knowledge of forces, including gravity and air and water resistance, in the project *Forces and Mechanisms*. They revisit learning from design and technology projects, including *Making It Move* and *Moving Mechanisms*, to explore various mechanisms and their uses. Their knowledge of gravity supports the project *Earth and Space*, so they can understand the forces that shape planets and our solar system. They also develop their understanding of day and night, first explored in the Year 1 project *Seasonal Changes*. Having learned that animals and plants produce offspring in earlier projects and studied plant and animal life cycles in *Sow, Grow and Farm*, children now focus on the human life cycle and sexual reproduction* project *Human Reproduction and Ageing*. In the project *Properties and Changes of Materials*, children revisit much of their prior learning about materials' properties and learn new properties, including thermal conductivity and solubility. To this point, children have learned much about reversible changes, such as melting and freezing, but now extend their learning to irreversible changes, including chemical changes.

In Upper Key Stage 2, the final body system children learn about is the circulatory system and its roles in transporting water, nutrients and gases in the project *Circulatory System*. Science learning about classification is delivered through the geography project *Frozen Kingdoms*. Children also build on their knowledge about electrical circuits from Year 4, now learning and recording standard symbols for circuit components and investigating the function of components and the effects of voltage on a circuit in the project *Electrical Circuits and Components*. In the project *Light Theory*, children recognise that light travels in straight lines from a source or reflector to the eye and explain the shape of shadows. Finally, in the project *Evolution and Inheritance*, children learn about inheritance and understand why offspring are not identical to their parents. They also learn about natural selection and how this can lead to the evolution of a species.

Throughout the science scheme, there is complete coverage of all national curriculum programmes of study.

***this non-statutory content will be taught as part of RSE in Year 6**

Appendix 5 (example)

TO BE COMPLETED BY PARENTS			
Name of child		Class	6
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: [insert name] will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom.</p>

Appendix 6

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)

At St Mary Abbots C of E Primary School, we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), according to the Church of England Charter, which will enable all pupils to flourish.

We commit:

- 1. To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
- 2. That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the school's published policy for RSHE.
- 3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
- 4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography* in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
- 5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
- 6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
- 7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.
- 8. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

***Our children do not learn about pornography until they go to secondary school.**

RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

© The Church of England Education Office November 2019