



# PSHE Policy, including Relationships and Sex Education Policy 2020-2023

Adopted by the Board of Directors  
Highfields Academy

<b>Approved by:</b>	Trust Board	<b>Date:</b> 13/05/2021
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## 1. Aims

The aims of PSHE, including the statutory elements of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Promote equality and an understanding that everyone will be treated equally in our school.
- Develop pupils' understanding of the world around them, and that there are no outsiders in our school community

## 2. Statutory requirements

As a primary academy we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

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

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

At Highfields Academy we teach PSHE, including RSE as set out in this policy.

## 3. Policy development

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

1. Review – a working group pulled together all relevant information including relevant national and local guidance.

Our working group is made up of:

- Simon Dyson – Principal (Core member)
- Adam Strefford – Vice Principal (Core member)
- Paul Fowler – Subject Lead, PSHE (Core member)
- Kate Richards – Senior Leadership
- Natasha Newport – Senior Leadership
- Zoe Hayes – Subject Lead, RE and Global Learning.

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. The draft policy and curriculum plan was shared with the Local Advisory Board.
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy, to look at the curriculum plan, view resources that we use to deliver the curriculum and ask questions.

5. Pupil consultation – we investigated what exactly pupils want from their PSHE, including RSE.
6. The Core members of the working party finalised the PSHE, including RSE policy and curriculum plan. This was carried out with the Junior Governors.
7. Ratification – once amendments were made, the policy was shared with the LAB and ratified.

## 4. Definition

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

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

RSE is not about the promotion of sexual activity.

PSHE is about developing pupils' Personal, Social, Health and Economic knowledge and understanding.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, governors, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions based on the Christopher Winter scheme of work.

**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
- Equality and Diversity

**Sex Education** predominantly focuses on the requirements as stated in the Science National Curriculum:

- Life cycles (including growth and development of humans and the changes experienced in puberty).
- Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals, including humans.

In addition to the requirements of the Science National Curriculum pupils will be taught about:

- Conception and pregnancy

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

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers 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).

## **7. Roles and responsibilities**

### **7.1 The Local Advisory Board**

The LAB will approve the RSE policy and hold the Principal to account for its implementation.

### **7.2 The Principal**

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the sex education components of RSE which do not fall within the requirements of the Science National Curriculum. (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from the sex education components of RSE which do not fall within the requirements of the Science National Curriculum. (see section 8).

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

The curriculum will be delivered by all qualified teachers, as per the curriculum plan.

### **7.4 Pupils**

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

## **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from any element of relationships education.

Parents do have the right to withdraw their children from certain components of sex education within RSE, i.e.: those components that are not part of the National Curriculum for Science.

All areas of the curriculum map where parents have a right to withdraw their children from are written in italics and start with an asterix (\*)

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

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

## 9. Training

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

The Principal / PSHE 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. Schemes of work that are used to deliver the PSHE curriculum, including RSE

- The Christopher Winter Project <https://cwpresources.co.uk/home/>
- No Outsiders in our School <https://no-outsiders.com/>
- Coram Life Education <https://www.coramlifeeducation.org.uk/>
- Think You Know: <https://www.thinkuknow.co.uk>

## 11. Monitoring arrangements

The delivery of RSE is monitored by the Principal and the PSHE subject lead through:

- Discussion with pupils
- Learning walks,
- Book monitoring and scrutiny of any other evidence such as classroom displays, photographs, video recordings
- Monitoring of planning and evaluation, including discussions with teachers.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE subject lead and initially approved by the Principal. At every review, the policy will be approved by the LAB. The first review will take place 12 months after initial approval, and then every two years subsequently.

## Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
<b>Relationships</b>  Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<b>Relationships</b>  Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
<b>Relationships</b>  Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

TOPIC	PUPILS SHOULD KNOW
<b>Relationships</b>  Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
<b>Relationships</b>  Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>



TOPIC	PUPILS SHOULD KNOW
<b>Health Education</b>  <b>Mental Wellbeing</b>	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, me outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> </ul>
<b>Health Education</b>  <b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>

TOPIC	PUPILS SHOULD KNOW
<b>Health Education</b>  <b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>
<b>National Curriculum Science</b>	See details in Appendix 2
<b>Non- Statutory Sex Education</b>	<ul style="list-style-type: none"> <li>• age appropriate discussions on adult sexuality.</li> <li>• how a baby is conceived and born.</li> </ul>

## Appendix 2: Curriculum map for PSHE (including RSE)

This curriculum map covers the whole of our PSHE curriculum, which includes RSE as well as other areas such as health education and global learning.

The areas where parents have the option to opt out (i.e.: Non Statutory Sex Education) are highlighted in blue.

### PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
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	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
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	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	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

## Curriculum map – Year Reception

TERM	TOPIC/THEME DETAILS	RESOURCES
	Christopher Winter Project - Lesson 1	See next page
	Christopher Winter Project – Lesson 2	See next page
	Christopher Winter Project – Lesson 3	See next page
	No Outsiders lesson 1 – To say what I think	‘You Choose’ Nick Sharratt and Pippa Goodheart
	No Outsiders lesson 2 – To understand that it’s ok to like different things	‘Red Rockets and Rainbow Jelly’ Nick Sharratt and Sue Heap
	No Outsiders lesson 3 – To make friends with someone different	‘Blue Chameleon’ Emily Gravett
	No Outsiders lesson 4 – To understand that all families are different	‘The Family Book’ Todd Parr
	No Outsiders lesson 5 – To celebrate my family	‘Mommy, Mama and Me’ Leslea Newman and Carol Thompson
	Include other linked lessons:  Internet Safety Lesson Objective – I can use a safe part of the Internet to play and learn.  Global Learning – P4C lessons and Refugee Week (June)	‘Blue Chameleon’ Emily Gravett

# Reception

## Family and Friendship

### Scheme of Work

**Word Box:** Friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, foster mum, foster dad.

Statutory Guidance	Learning Intentions and Learning Outcomes	Title	Resources
Relationships Education Caring friendships (2a,2c) Health Education Mental wellbeing (6b,6c,6g)	<b>Learning Intention</b> To recognise the importance of friendship <b>Learning Outcomes</b> Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome	Lesson 1 <a href="#">Caring Friendships</a>	Elephant glove puppet or toy <a href="#">Pictures of children at school</a>
Relationships Education Caring friendships (2d) Health Education Mental wellbeing (6b,6c)	<b>Learning Intention</b> To recognise the importance of saying sorry and forgiveness <b>Learning Outcomes</b> Know that arguing with friends and then making up can make friendships stronger That resorting to violence is never right	Lesson 2 <a href="#">Being Kind</a>	Elephant glove puppet or toy Picture of a crown and art materials to make crowns, i.e. paper or play-doh
Relationships Education Families and people who care for me (1a) Caring friendships (2a) Respectful relationships (3a)	<b>Learning Intention</b> To recognise that all families are different <b>Learning Outcomes</b> Identify different members of the family Understand how members of a family can help each other	Lesson 3 <a href="#">Families</a>	Elephant glove puppet or toy <i>The Family Book</i> , Todd Parr <a href="#">Families pictures</a> Paper and drawing materials

## Curriculum map – Year 1

TERM	TOPIC/THEME DETAILS	RESOURCES
	Christopher Winter Project - Lesson 1	See next page
	Christopher Winter Project – Lesson 2	See next page
	Christopher Winter Project – Lesson 3	See next page
	No Outsiders lesson 1 – To like the way I am	‘Elmer’ David McKee
	No Outsiders lesson 2 – To play with boys and girls	‘Ten Little Pirates’ Mike Brownlow and Simon Rickerty
	No Outsiders lesson 3 – To recognise that people are different ages	‘That’s Not How You Do It’ Ariane Hoffman Maniyan
	No Outsiders lesson 4 – To understand that our bodies work in different ways	‘Max the Champion’ Stockdale, Strick and Asquith
	No Outsiders lesson 5 – To understand that we share the world with lots of people	‘My World, Your World’ Melanie Walsh

TERM	TOPIC/THEME DETAILS	RESOURCES
	<p>Include other linked lessons:</p> <p>Internet Safety Lesson Objectives –</p> <ul style="list-style-type: none"> <li>• I can tell an adult when something worrying or unexpected happens while I am using the Internet.</li> <li>• I can tell an adult when I see something unexpected or worrying online.</li> <li>• I can agree and follow sensible e-Safety rules.</li> </ul> <p>Global Learning – P4C lesson and Refugee Week (June)</p> <p>Science – Animals including Humans Topic Objective</p> <ul style="list-style-type: none"> <li>• I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<p>My World, Your World’ Melanie Walsh</p>

### Scheme of Work

Word Box: Friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Relationships Education Respectful relationships (3a,3e) Healthy Education Mental wellbeing (6b,6c)	Learning Intention To understand that we are all different but can still be friends Learning Outcomes Know that we can be friends with people who are different to us	Lesson 1 <a href="#">Different Friends</a>	Talking object Story bag containing an elephant puppet (or the elephant picture) and a school jumper or shirt if the school has one. Paper and coloured pencils.
Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body	Learning Intention To discuss how children grow and change Learning Outcomes Understand that babies need care and support Know that older children can do more by themselves	Lesson 2 <a href="#">Growing and Changing</a>	Talking object Story bag containing <a href="#">Pictures of newborn babies</a> <a href="#">Lifecycle picture cards</a> <a href="#">Lifecycle word cards</a> <a href="#">Lifecycle whiteboard summary</a>
Relationships Education Families and people who care for me (1a,1b,1c,1d,1f) Caring friendships (2e) Respectful relationships (3a,3e) Being Safe (5d,5e) Health Education Mental wellbeing (6b,6c)	Learning Intention To explore different types of families and who to ask for help To identify who can help when families make us feel unhappy or unsafe Learning Outcomes Know there are different types of families Know which people we can ask for help	Lesson 3 <a href="#">Families and Care</a>	Talking object Story bag - containing a ball and a school jumper <a href="#">Families pictures</a> <i>The Family Book</i> , Todd Parr



## Curriculum map – Year 2

TERM	TOPIC/THEME DETAILS	RESOURCES
	Christopher Winter Project - Lesson 1	See next page
	Christopher Winter Project – Lesson 2	See next page
	Christopher Winter Project – Lesson 3	See next page
	No Outsiders lesson 1 – To understand what diversity is	‘The Great Big Book of Families’ Mary Hoffman and Ros Asquith
	No Outsiders lesson 2 – To understand how we share the world	‘The First Slodge’ Jeanne Willis
	No Outsiders lesson 3 - To understand what makes someone feel proud	‘The Odd Egg’ Emily Gravett
	No Outsiders lesson 4 – To communicate in different ways	‘What the Jackdaw Saw’ Julia Donaldson and Nick Sharratt
	No Outsiders lesson 5 – To be able to work with everyone in my class	‘Blown Away’ Rob Biddulph

TERM	TOPIC/THEME DETAILS	RESOURCES
	<p>Include other linked lessons:</p> <p>Internet Safety Lesson Objectives –</p> <ul style="list-style-type: none"> <li>• I can describe the things that happen online that I must tell an adult about.</li> <li>• I can talk about why it is important to be kind and polite online and in real life.</li> <li>• I know that not everyone is who they say they are on the Internet.</li> </ul> <p>Global Learning – P4C lesson and Refugee Week (June)</p> <p>Science – Animals including Humans Topic Objectives</p> <ul style="list-style-type: none"> <li>• I can notice that animals, including humans, have offspring which grow into adults.</li> <li>• I can describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li> </ul>	

# Year 2

## Differences

Key Stage 1

### Scheme of Work

Word Box: Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva

#### Statutory Guidance

Relationships Education  
Respectful relationships  
(3a,3g)  
Key Stage 1 Science  
- Identify, name, draw and label the basic parts of the human body

#### Learning Intentions and Learning Outcomes

**Learning Intention**  
To introduce the concept of gender stereotypes  
To identify differences between males and females  
**Learning Outcomes**  
Understand that some people have fixed ideas about what boys and girls can do  
Describe the difference between male and female babies

#### Lesson Title

Lesson 1  
[Differences](#)

#### Resources

2 large PE hoops  
[Boy/Girl/Everyone labels](#)  
Bag of objects and clothing to explore male and female stereotypes or [Pictures of objects and clothing](#)  
[Clothed Babies picture cards](#)  
[Clothed Babies whiteboard summary](#)  
[Pictures of newborn babies](#)  
Suggested reading:  
*Pearl Power and the Toy Problem*, Mel Elliott  
*Julian is a Mermaid*, Jessica Love  
*Are you a boy or are you a girl*, Sarah Savage and Fox Fisher  
*Princess Smartypants*, Babette Cole  
*William's Doll*, Charlotte Zolotow  
*Amazing Grace*, Mary Hoffman and Caroline Binch

Relationships Education  
Respectful relationships (3a)  
Key Stage 1 Science  
- Notice that animals, including humans, have offspring that grow into adults

**Learning Intention**  
To explore some of the differences between males and females and to understand how this is part of the lifecycle  
**Learning Outcomes**  
Describe some differences between male and female animals  
Understand that making a new life needs a male and a female

Lesson 2  
[Male and Female Animals](#)

Talking object  
[Pictures of male and female animals](#)  
[Cats and Kittens worksheet](#)  
Anatomically correct toy farm animals

Key Stage 1 Science  
- Identify, name, draw and label the basic parts of the human body

**Learning Intention**  
To focus on sexual difference and name body parts  
**Learning Outcomes**  
Describe the physical differences between males and females  
Name the different body parts

Lesson 3  
[Naming Body Parts](#)

2 large PE Hoops  
[Hoop labels](#)  
[Body Parts picture cards](#)  
[Female x-ray picture](#)  
[Body Parts worksheet](#)  
Suggested reading:  
*Shapesville*, Andy Mills  
*It's OK to be Different*, Todd Parr

C W P  
resources

## Curriculum map – Year 3

TERM	TOPIC/THEME DETAILS	RESOURCES
	Christopher Winter Project - Lesson 1	See next page
	Christopher Winter Project – Lesson 2	See next page
	Christopher Winter Project – Lesson 3	See next page
	No Outsiders lesson 1 – To understand how difference can affect someone	‘Oliver’ Birgitta Sif
	No Outsiders lesson 2 – To understand what Discrimination means	‘This is our house’ Michael Rosen
	No Outsiders lesson 3 – To consider responses to racist behaviour	‘Mixed’ Arree Chung
	No Outsiders lesson 4 – To use strategies to help someone who feels different	‘The Hueys and the New Jumper’ Oliver Jeffers
	No Outsiders lesson 5 – To be welcoming	‘Beegu’ Alexis Deacon
	No Outsiders Additional Lesson - To find a solution to a problem	‘Two Monsters’ David McKee

TERM	TOPIC/THEME DETAILS	RESOURCES
	<p>Include other linked lessons:</p> <p>Internet Safety Lesson Objectives –</p> <ul style="list-style-type: none"> <li>• I can talk about what makes a secure password and why they are important.</li> <li>• I can use the safety features of websites as well as reporting concerns to an adult.</li> <li>• I can recognise websites and games appropriate for my age.</li> </ul> <p>Global Learning – P4C lesson and Refugee Week (June)</p> <p>Science – Animals including Humans Topic Objective</p> <ul style="list-style-type: none"> <li>• I can identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat.</li> </ul>	<p>‘This is our house’ Michael Rosen.</p>

## Valuing Difference and Keeping Safe Key Stage 2

### Scheme of Work

Word Box: Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Relationships Education Respectful relationships (3a)	<b>Learning Intention</b> To identify that people are unique and to respect those differences <b>To explore the differences between male and female bodies</b> <b>Learning Outcomes</b> Know and respect the body differences between ourselves and others Name male and female body parts using agreed words	Lesson 1 <a href="#">Body Differences</a>	<i>It's OK to be different</i> , Todd Parr <a href="#">Pictures of male and female bodies</a> <a href="#">Body Difference matching cards</a> <b>Additional Activities</b> <i>Cinderella's Bum</i> , Nicholas Allan <i>Shapesville</i> , Andy Mills
Relationships Education Caring friendships (2e) Respectful relationships (3b,3d,3f) Being safe (5a,5b,5c,5d,5f,5g)	<b>Learning Intention</b> To consider appropriate and inappropriate physical contact and consent <b>Learning Outcomes</b> Understand that each person's body belongs to them Understand personal space and unwanted touch	Lesson 2 <a href="#">Personal Space</a>	<a href="#">PANTS cards</a> <a href="#">Unwanted Touch scenarios</a> <b>Additional Activities</b> <i>It's my body - a book about body privacy</i> , Louise Spilsbury and Mirella Mariani
Relationships Education Families and people who care for me (1a,1b,1c,1d,1f) Being safe (5d,5f,5g, 5h)	<b>Learning Intention</b> To explore different types of families and who to go to for help and support <b>Learning Outcomes</b> Understand that all families are different and have different family members Identify who to go to for help and support	Lesson 3 <a href="#">Help and Support</a>	<a href="#">Families pictures</a> <a href="#">Who can I talk to? worksheet</a> <i>The Family Book</i> , Todd Parr <b>Additional Activities</b> <i>Tell Me Again About The Night I Was Born</i> , Jamie Lee Curtis <i>Who's in a Family?</i> Robert Skutch <i>Happy Families</i> , Allan Ahlberg <i>Spark Learns to Fly</i> , Judith Foxon <i>Stranger Danger</i> , Anne Fine

## Curriculum map – Year 4

TERM	TOPIC/THEME DETAILS	RESOURCES
	Christopher Winter Project - Lesson 1	See next page
	Christopher Winter Project – Lesson 2	See next page
	Christopher Winter Project – Lesson 3 (Statutory Science Curriculum)	See next page
	<p>No Outsiders lesson 1 – To know when to be assertive</p> <p>No Outsiders lesson 2 – To understand why people choose to get married</p> <p>No Outsiders lesson 3 - To overcome language as a barrier</p> <p>No Outsiders lesson 4 – To ask questions</p> <p>No Outsiders lesson 5 – To help someone accept someone different</p> <p>No Outsiders additional lesson – To be who you want to be</p>	<p>‘Dogs Don’t do Ballet’ Anna Kemp and Sarah Ogilvie</p> <p>‘King and King’ Linda De Han and Stern Nijland</p> <p>‘The Way Back Home’ Oliver Jeffers</p> <p>‘The Flower’ John Light</p> <p>‘Along Came A Different’ Tom McLaughlin</p> <p>‘Red – A Crayon’s Story’ Michael Hall</p>

TERM	TOPIC/THEME DETAILS	RESOURCES
	<p>Include other linked lessons:</p> <p>Internet Safety Lesson Objectives –</p> <ul style="list-style-type: none"> <li>• I can talk about the ways I can protect myself from harm online.</li> <li>• I know that anything I post online can be seen by others.</li> </ul> <p>Global Learning – P4C lesson and Refugee Week (June)</p> <ul style="list-style-type: none"> <li>• Introduction to the Sustainable Development Goals.</li> </ul> <p>Science – Animals including Humans Topic Objectives</p> <ul style="list-style-type: none"> <li>• I can describe the simple functions of the basic parts of the digestive system in humans</li> <li>• I can identify the different types of teeth in humans and their simple functions</li> </ul>	<p>‘The Way Back Home’ Oliver Jeffers.</p>



### Scheme of Work

Word Box: Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings

<b>Statutory Guidance</b> Health Education Changing adolescent body (8a) Key Stage 2 Science - describe the life process of reproduction in some plants and animals	<b>Learning Intentions and Learning Outcomes</b> <b>Learning Intention</b> To explore the human lifecycle To identify some basic facts about puberty <b>Learning Outcomes</b> Understand that puberty is an important stage in the human lifecycle Know some changes that happen during puberty	<b>Lesson Title</b> Lesson 1 <a href="#">Changes</a>	<b>Resources</b> <a href="#">Lifecycle whiteboard summary</a> <a href="#">Body Parts Bingo cards</a> <a href="#">Bingo Flash cards</a> <a href="#">Body Changes pictures</a> <a href="#">Lifecycle Quiz slides</a> <a href="#">Lifecycle Quiz answers</a> <a href="#">Additional Activities</a> <a href="#">Babies and Children worksheet</a>
Health Education Mental wellbeing (6a,6b,6c,6d,6f) Health Education Changing adolescent body (8a, 8b) Menstruation (9a) Key Stage 2 Science - describe the life process of reproduction in some plants and animals - describe the changes as humans develop to old age	<b>Learning Intention</b> To explore how puberty is linked to reproduction <b>Learning Outcomes</b> Know about the physical and emotional changes that happen in puberty Understand that children change into adults to be able to reproduce if they choose to	Lesson 2 <a href="#">What is Puberty?</a>	Bag containing spot cream, deodorant, shaving foam, menstrual pads/tampon, a love heart <a href="#">Puberty Card Sort</a> <a href="#">Puberty Card Sort whiteboard summary</a> <a href="#">Body Changes worksheet</a> <a href="#">Puberty Changes Teacher Guide</a>  <b>Suggested Reading</b> <i>Where Willy Went</i> , Nicholas Allan <i>Hair in Funny Places</i> , Babette Cole
Relationships Education Caring friendships (2b,2c,2d,2e) Respectful relationships (3a,3b,3d,3e,3f,3h) Online relationships (4b,4d)	<b>Learning Intention</b> To explore respect in a range of relationships To discuss the characteristics of healthy relationships <b>Learning Outcomes</b> Know that respect is important in all relationships including online Explain how friendships can make people feel unhappy or uncomfortable.	Lesson 3 <a href="#">Healthy Relationships</a>	<a href="#">Healthy Friendships cards</a> <a href="#">Relationship pictures</a> Online Respect and Self-Respect video <a href="https://www.youtube.com/watch?v=mZtXwLzllpk">https://www.youtube.com/watch?v=mZtXwLzllpk</a>

## Curriculum map – Year 5

TERM	TOPIC/THEME DETAILS	RESOURCES
	<p>Christopher Winter Project - Lesson 1</p> <p>Christopher Winter Project – Lesson 2</p> <p>Christopher Winter Project – Lesson 3 (Statutory Science Curriculum)</p> <p>Christopher Winter Project – Lesson 4</p> <p><b>Christopher Winter Project – Additional lesson – Respect and Equality</b></p> <p>Learning Intention Explore practical steps that could be taken in a range of contexts to support respectful relationships</p> <p>Learning Outcomes Explain the importance of respecting others, even when they are very different to us Know that we can all take positive steps to support equality.</p>	<p>See next page</p> <p>See next page</p> <p>See next page</p> <p>See next page</p> <p>BBC Teach film - Respecting myself and others School Equality scenarios</p>
	<p>No Outsiders lesson 1 – To learn from our past</p> <p>No Outsiders lesson 2 – To justify my actions</p> <p>No Outsiders lesson 3 - To recognise when someone needs help</p> <p>No Outsiders lesson 4 – To exchange dialogue</p> <p>No Outsiders lesson 5 – To accept people who are different from me</p>	<p>‘Where the poppies now grow’ Hilary Robinson and martin Impey</p> <p>‘Rose Blanche’ Ian McEwan and Roberto Innocenti</p> <p>‘How to Heal a broken wing’ Bob Graham</p> <p>‘The Cow Who Climbed a Tree’ Gemma Merino</p> <p>‘And Tango makes three’ Justin Richardson and Peter Parnell</p>

TERM	TOPIC/THEME DETAILS	RESOURCES
	<p>Include other linked lessons:</p> <p>Internet Safety Lesson Objectives –</p> <ul style="list-style-type: none"> <li>• I protect my password and other personal information.</li> <li>• I know that anything I post online can be seen, used and may affect others.</li> <li>• I can discuss the importance of choosing an age-appropriate website or game.</li> </ul> <p>Global Learning – P4C lesson and Refugee Week (June)</p> <ul style="list-style-type: none"> <li>• Sustainable Development Goals.</li> <li>• Additional work on UNICEF Rights of the child.</li> </ul> <p>Science – Animals including Humans Topic Objective</p> <ul style="list-style-type: none"> <li>• I can describe the life process of reproduction in some plants and animals</li> </ul> <p>Science – Living things and their habitats Topic Objective</p> <ul style="list-style-type: none"> <li>• I can describe the changes as humans develop to old age.</li> </ul>	<p>‘And Tango makes three’.</p> <p>Peter Parnell and Justin Richardson</p>

# Year 5

## Puberty

Key Stage 2

### Scheme of Work

Word Box: Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Health Education Mental wellbeing (6c, 6d, 6f.) Changing adolescent body (8a, 8b) Menstruation (9a)	Learning Intention To explore the emotional and physical changes occurring in puberty Learning Outcomes Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence	Lesson 1 <a href="#">Talking About Puberty</a>	<a href="#">Puberty Changes Teacher Guide</a> <a href="#">Puberty Changes worksheet</a> <a href="#">Reproductive System slides</a> <a href="#">Pupil Questions template</a>
Health Education Changing adolescent body (8a, 8b) Menstruation (9a)	Learning Intention To understand male and female puberty changes in more detail Learning Outcomes Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production	Lesson 2 <a href="#">The Reproduction System</a>	<a href="#">Reproductive System slides</a> <a href="#">Puberty Changes Teacher Guide</a> Menstrual cycle animation <a href="#">Male Changes Powerpoint</a> <a href="#">Puberty Card Game</a> <a href="#">Puberty Card Game answer sheet</a> <a href="#">Puberty Card Game whiteboard summary</a> Model materials: spaghetti (fallopian tubes) and poppy seeds (eggs) Selection of menstrual product (tampons, pads, liners, re-usables) Pupil questions from Lesson 1 Additional Activities <a href="#">What is the Menstrual Cycle? cards</a> <a href="#">What is the Menstrual Cycle? whiteboard summary</a> <a href="#">Menstruation Card Game</a> <a href="#">Menstruation Card Game whiteboard summary</a>
Health Education Mental wellbeing (6a, 6b, 6c, 6d, 6e, 6f.) Changing adolescent body (8a, 8b) Menstruation (9a)	Learning Intention To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty Learning Outcomes Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty	Lesson 3 <a href="#">Puberty Help and Support</a>	Kim's Game items and a cloth to cover them (see lesson plan) <a href="#">Kim's Game Teacher Guide</a> <a href="#">Year 5 Puberty Problem Page</a> <a href="#">Year 5 Puberty Problem Page cut-outs</a> <a href="#">Year 5 Problem Page Teacher Guide</a> Pupil questions from Lesson 1 Additional Activities <a href="#">Puberty Bingo cards</a>

## Curriculum map – Year 6

TERM	TOPIC/THEME DETAILS	RESOURCES
	Christopher Winter Project - Lesson 1	See next page
	Christopher Winter Project – Lesson 2	See next page
	Christopher Winter Project – Lesson 3 (Statutory Science Curriculum)	See next page
	Christopher Winter Project – Lesson 4	See next page
	<p><b>Christopher Winter Project – Additional lesson – Female Genital Mutilation (FGM)</b></p> <p>Learning Intention: To know we all have the right to be safe.</p> <p>Learning Outcomes: To know how someone can be safe and in control of their body. To understand what FGM stands for to know where to go for help.</p>	<p>FGM Teacher Guide - teachers should read this guidance document in preparation for the lesson</p> <p>Puberty Body Part cards</p> <p>PANTS cards Scenarios cards</p> <p>Pupil questions template</p>
	No Outsiders lesson 1 – To promote diversity	‘My Princess Boy’ Cheryl Kilodavis and Suzanne DeSimone
	No Outsiders lesson 2 – To overcome fears of difference	‘Leaf’ Sandra Diekmann
	No Outsiders lesson 3 - To challenge the causes of Racism	‘The Island’ Armin Greder
	No Outsiders additional lesson – To consider how my life may change as I grow up	‘Love you Forever’ Robert Munsch
	No Outsiders lesson 4 – To recognise my freedom	‘Dreams of Freedom’ Amnesty International
	No Outsiders lesson 5 – to welcome difference and stand up to discrimination	‘The Thing’ Simon Puttock and Daniel Egneus

TERM	TOPIC/THEME DETAILS	RESOURCES
	<p>Include other linked lessons:</p> <p>Internet Safety Lesson Objectives –</p> <ul style="list-style-type: none"> <li>• I can explain the consequences of sharing too much about myself online.</li> <li>• I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.</li> <li>• I can explain the consequences to myself and others of not communicating kindly and respectfully.</li> </ul> <p>Global Learning – P4C lesson and Refugee Week (June)</p> <ul style="list-style-type: none"> <li>• Sustainable Development Goals.</li> <li>• Additional work on UNICEF Rights of the child.</li> </ul> <p>•</p> <p>Science – Animals including Humans Topic Objectives</p> <ul style="list-style-type: none"> <li>• I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>• I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>• I can describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p>Science – Evolution and Inheritance Topic Objective</p> <ul style="list-style-type: none"> <li>• I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> </ul>	

## Puberty, Relationships and Reproduction Key Stage 2

### Scheme of Work

**Word Box:** Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<b>Health Education</b> Mental wellbeing (6c,6d,6f,6g,6i,6j) Changing Adolescent body (8a,8b)	<b>Learning Intention</b> To consider puberty and reproduction <b>Learning Outcomes</b> Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence	Lesson 1 <a href="#">Puberty and Reproduction</a>	<b>Resources</b> <a href="#">Puberty Changes Teacher Guide</a> <a href="#">Puberty Body Part cards</a> <a href="#">Reproduction questions sheet</a> <a href="#">Reproduction answer cards</a> <a href="#">Reproduction whiteboard summary</a> <b>Additional Activities</b> <a href="#">Year 6 Puberty Problem Page</a> <a href="#">Year 6 Puberty Problem Page Cut-outs</a> <a href="#">Year 6 Puberty Problem Page Teacher Guide</a>
<b>Relationships Education</b> Families and people who care for us (1a,1b,1d,1f) Caring friendships (2a,2b,2c) Respectful relationships 3b,3d,3h) Being safe (5a,5b,5c,5d,5e)	<b>Learning Intention</b> Exploring the importance of communication and respect in relationships <b>Learning Outcomes</b> Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important	Lesson 2 <a href="#">Communication in Relationships</a>	<a href="#">Communication and Touch cards</a> <a href="#">Pupil Questions template</a>
<b>Relationships Education</b> Families and people who care for us (1c,1d,1e) <b>Key Stage 2 Science</b> - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents	<b>Learning Intention</b> To consider different ways people might start a family <b>Learning Outcomes</b> Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy	Lesson 3 <a href="#">Families, Conception and Pregnancy</a>	<a href="#">Couple pictures</a> <a href="#">How does a baby start? cards</a> (one set per group) <a href="#">How does a baby start? whiteboard summary</a> Pupil Questions from previous lesson - typed <b>Additional Activities</b> <a href="#">Conception and Pregnancy statements</a> <a href="#">Conception and Pregnancy Quiz</a> <a href="#">Conception and Pregnancy Quiz Answers</a> <a href="#">Reproductive System slides</a>
<b>Relationships Education</b> Online relationships (4a,4b,4c,4d,4e) Being safe (5a,5b,5d,5e,5g,5h) Mental wellbeing (6h,6i)	<b>Learning Intention</b> To explore positive and negative ways of communicating in a relationship <b>Learning Outcomes</b> To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong	Lesson 4 <a href="#">Online Relationships</a>	<a href="#">Relationship Question cards</a> <a href="#">Communication Scenario cards</a> <a href="#">Communication Scenarios answers</a> <a href="#">Communication Scenarios whiteboard summary</a> <b>Additional Activities</b> Film clip from <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>



## Appendix 3 - No Outsiders in our School book list and video links:

### Reception

You Choose:	<a href="https://www.youtube.com/watch?v=8pEQPCu60vY">https://www.youtube.com/watch?v=8pEQPCu60vY</a>
Red Rockets and rainbow jelly:	<a href="https://www.youtube.com/watch?v=r3IqWRAwFOc">https://www.youtube.com/watch?v=r3IqWRAwFOc</a>
Blue Chameleon:	<a href="https://www.youtube.com/watch?v=8SyiB_bcyWg">https://www.youtube.com/watch?v=8SyiB_bcyWg</a>
The Family Book:	<a href="https://www.youtube.com/watch?v=AyVL9bH0guk">https://www.youtube.com/watch?v=AyVL9bH0guk</a>
Mommy, Mama and Me:	<a href="https://www.youtube.com/watch?v=d16pjJBSu4c">https://www.youtube.com/watch?v=d16pjJBSu4c</a>

### Year 1:

Elmer:	<a href="https://www.youtube.com/watch?v=ZFrD18XLmIM">https://www.youtube.com/watch?v=ZFrD18XLmIM</a>
Ten Little Pirates:	<a href="https://www.youtube.com/watch?v=GiLySC_emj0">https://www.youtube.com/watch?v=GiLySC_emj0</a>
That's not how you do it:	<a href="https://www.youtube.com/watch?v=SMfOL1dCwKs">https://www.youtube.com/watch?v=SMfOL1dCwKs</a>
Max the Champion:	<a href="https://www.youtube.com/watch?v=xAN4A4ft4Ww">https://www.youtube.com/watch?v=xAN4A4ft4Ww</a>
My World, Your World:	<a href="https://www.youtube.com/watch?v=tj79hT1qU6c">https://www.youtube.com/watch?v=tj79hT1qU6c</a>

### Year 2:

The Great Big Book of Families:	<a href="https://www.youtube.com/watch?v=nx5WgSngy90">https://www.youtube.com/watch?v=nx5WgSngy90</a>
The First Slodge:	<a href="https://www.youtube.com/watch?v=NyKJdzqxVPA">https://www.youtube.com/watch?v=NyKJdzqxVPA</a>
The Odd Egg:	<a href="https://www.youtube.com/watch?v=8LKoji2i7Cw">https://www.youtube.com/watch?v=8LKoji2i7Cw</a>
What the Jackdaw saw:	<a href="https://www.youtube.com/watch?v=HjvW3wKuKSQ">https://www.youtube.com/watch?v=HjvW3wKuKSQ</a>
Blown Away:	<a href="https://www.youtube.com/watch?v=l5cXmbbXcQQ">https://www.youtube.com/watch?v=l5cXmbbXcQQ</a>

### Year 3:

This is our House:	<a href="https://www.youtube.com/watch?v=wf_n6yjr9T0">https://www.youtube.com/watch?v=wf_n6yjr9T0</a>
The Hueys and the New Jumper:	<a href="https://www.youtube.com/watch?v=Bmry14iqC7E">https://www.youtube.com/watch?v=Bmry14iqC7E</a>
Beegu:	<a href="https://www.youtube.com/watch?v=OaX_zGZO0Y8">https://www.youtube.com/watch?v=OaX_zGZO0Y8</a>
Mixed:	<a href="https://www.youtube.com/watch?v=SlbGioTNs4M">https://www.youtube.com/watch?v=SlbGioTNs4M</a>

### Year 4:

Dogs don't do Ballet:	<a href="https://www.youtube.com/watch?v=KrAWpkerZRY">https://www.youtube.com/watch?v=KrAWpkerZRY</a>
King and King:	<a href="https://www.youtube.com/watch?v=IQrgW5SMChuo">https://www.youtube.com/watch?v=IQrgW5SMChuo</a>
The Way Back Home:	<a href="https://www.youtube.com/watch?v=RbyUrb0X5iU">https://www.youtube.com/watch?v=RbyUrb0X5iU</a>
The Flower:	<a href="https://www.youtube.com/watch?v=uDswFXEEYh4">https://www.youtube.com/watch?v=uDswFXEEYh4</a>
Along came a different:	<a href="https://www.youtube.com/watch?v=2C8kdfF9LcA">https://www.youtube.com/watch?v=2C8kdfF9LcA</a>



**Year 5:**

Where the poppies now grow:	<a href="https://www.youtube.com/watch?v=eX8dAUXZiW0">https://www.youtube.com/watch?v=eX8dAUXZiW0</a>
Rose Blanche:	<a href="https://www.youtube.com/watch?v=0xc8twATtyk">https://www.youtube.com/watch?v=0xc8twATtyk</a>
How to Heal a Broken Wing:	<a href="https://www.youtube.com/watch?v=-9iPyfVmpzM">https://www.youtube.com/watch?v=-9iPyfVmpzM</a>
The Cow who climbed a tree:	<a href="https://www.youtube.com/watch?v=3gF1R6QP_cE">https://www.youtube.com/watch?v=3gF1R6QP_cE</a>
And Tango Makes Three:	<a href="https://www.youtube.com/watch?v=bGZHD4SKmQU">https://www.youtube.com/watch?v=bGZHD4SKmQU</a>

**Year 6:**

My Princess Boy:	<a href="https://www.youtube.com/watch?v=dw_s5MrjKrQ">https://www.youtube.com/watch?v=dw_s5MrjKrQ</a>
Leaf:	<a href="https://www.youtube.com/watch?v=H44d4MyQOIQ">https://www.youtube.com/watch?v=H44d4MyQOIQ</a>
The Island:	<a href="https://www.youtube.com/watch?v=iGH1OwRvhfY">https://www.youtube.com/watch?v=iGH1OwRvhfY</a>
Dreams of Freedom:	<a href="https://www.youtube.com/watch?v=iyD7Z32M1AA">https://www.youtube.com/watch?v=iyD7Z32M1AA</a>
The Thing:	<a href="https://www.youtube.com/watch?v=OOYXRsq02v4">https://www.youtube.com/watch?v=OOYXRsq02v4</a>

**Additional books that may be used:****Year 3:**

Oliver:	<a href="https://www.youtube.com/watch?v=wHerjbv-ecs">https://www.youtube.com/watch?v=wHerjbv-ecs</a>
Two Monsters:	<a href="https://www.youtube.com/watch?v=K_GHdvAwKeM">https://www.youtube.com/watch?v=K_GHdvAwKeM</a>

**Year 4:**

Red: A Crayon's Story:	<a href="https://www.youtube.com/watch?v=ytZ2fhuj6kA">https://www.youtube.com/watch?v=ytZ2fhuj6kA</a>
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**Year 6:**

Love you Forever:	<a href="https://www.youtube.com/watch?v=u0QcHycVzB4">https://www.youtube.com/watch?v=u0QcHycVzB4</a>
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#### Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
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	