



Relationships, health and sex education policy 2026-27

Approved by:

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Enable pupils to make informed and ethical decisions about their wellbeing, health and relationships
- Engage positively with pupils around a range of sensitive topics
- Prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development.
- Engage with parents ensuring there is transparency
- Provide a positive and carefully sequenced curriculum
- Provide a framework in which sensitive discussions can take place
- Ensure the curriculum is adaptive, relevant and responsive to our children and local area. This will be reflective of the immediate area, current issues; locally and nationally and results provided from the HRBQ (Health Related Behaviour Questionnaire)
- 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
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

RSE will be taught as part of our PSHE & Science curriculum.

2. Statutory requirements

At Brook Primary School, as a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 2002. Our RSE curriculum also complies with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

At Brook Primary School, we teach RSE as set out in this policy.

3. Policies

This policy has been developed following consultation with staff, governors, pupils, and parents and is in line with the statutory guidance for Relationships Education, Relationships and Sex Education (RSE), and Health Education (July 2025).

3.1. Policy development

The consultation and policy development process involved the following steps:

1. Review- the policy will be reviewed biannually by the PSHE lead and school management
2. Staff consultation – all school staff are given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties are invited to complete an online survey to express their thoughts, opinions and concerns about the policy. This ensures parents understand that effective RSHE is important for promoting and protecting the wellbeing of all children.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified
6. Sharing- a copy of this policy is available free of charge to anyone who asks for one and is published on the school website.

This policy should be read in conjunction with the Safeguarding policy, Behaviour Policy, Keeping Children Safe in Education 2025, the School Code of Conduct, Attendance Policy and the Science National Curriculum.

4. Definition

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

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

RSE is **not** about the promotion of sexual activity.

5. Curriculum

At Brook, personal, social, health and economic (PSHE) education enables our children to become healthy, independent, and responsible members of a society. It aims to help them understand how they are developing physically, personally, and socially and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Our curriculum, which is supported through the use of the PSHE Association, is set out as per Appendix 1 but this is adapted, as and when necessary, to meet the needs of both the children and local area. All content will be made accessible to all pupils, including those with special educational needs or disabilities (SEND). Topics will be delivered in a factual and non-biased way, through adapted delivery. This includes differentiated resources and teaching approaches, visual supports and structured discussion, pre-teaching and small group work where appropriate, and on occasion collaboration with the SENDCo and external professionals. This ensures all pupils can engage meaningfully with the curriculum and develop understanding at an appropriate level.

We have developed this curriculum in consultation with parents, pupils, and staff, taking into account the age, needs, and feelings of our pupils. If questions arise that fall outside the scope of this policy, teachers will respond in an age-appropriate way and guide pupils to appropriate sources of further information. However, depending on the content, staff will not promise confidentiality and will follow safeguarding procedures if any concerns arise. This may involve working in partnership with parents and families to help ensure children's safety and wellbeing, as well as signposting both pupils and families to relevant support and information. Further to this, we may work in partnership with the Dudley School Nurse services to address any additional topics. Where external visitors (e.g. school nurses) support the delivery of RSE:

- all content is planned in collaboration with school staff
- materials are reviewed in advance to ensure suitability
- visitors are supervised at all times by a member of school staff
- sessions remain consistent with the school's values and policy

Primary health education will focus on preparing boys and girls for the changes that adolescence brings. The content set out in our curriculum covers everything that primary schools should teach about relationships and health, including puberty. 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. While primary schools are not required to teach sex education beyond the statutory science curriculum, Brook Primary School recognises that some aspects of sex education are necessary to support pupils' understanding of growth, development, and healthy relationships.

In addition to the statutory science curriculum, limited age-appropriate content may be delivered in upper Key Stage 2 to support pupils' understanding of:

- how a baby is conceived and born
- the basic facts about reproduction and pregnancy
- the importance of stable, loving relationships and responsibility

This content will:

- be taught in an age-appropriate and sensitive manner
- not include explicit or inappropriate detail
- focus on factual knowledge, wellbeing, and readiness for secondary school

Parents will be informed prior to the delivery of this content and have the right to request withdrawal from **any non-statutory sex education elements**.

Our curriculum also teaches children about the importance of consent. Consent is taught in an age-appropriate, non-sexualised context and links to our friendship lessons.

For more information about our curriculum, see our curriculum maps in Appendix 1 (1a PSHE Curriculum Map; 1b Science Curriculum Map; 1c RE Curriculum Map; 1d Computing Curriculum Map).

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 sessions delivered by trained professionals (For example, the Dudley School Nursing Team).

At Brook Primary School, the focus for primary relationships education is on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe. Here at Brook Primary School, this is achieved through teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and friendships
- Safe relationships
- Respectful ourselves and others
- Online relationships

- Personal safety
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Changing adolescent body

For more information about our RSE curriculum, 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, LGBT 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 governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress using specifically designed year group end points (Appendix 3)
- Responding to the needs of individual pupils

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 PSHE lead and headteacher. All staff are responsible for teaching RSE in this school.

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 pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Brook Primary School will only be covering the statutory requirements as set out in section 34 of the Children and Social work act 2017 and section 403 of the Education Act 1996.. All of the curriculum covered within this area, links directly to our science curriculum which is statutory and no further RSE topics are covered.

Parents will be informed of all sessions planned and delivered by the Dudley School Nursing Team. Any resources and presentation materials can be requested by parents prior to the session. All materials will then be available to view face to face in school upon request.

9. Training

Staff are trained on the delivery of RSE, and regular learning walks provide regular feedback to staff. Staff training is also included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or other professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Mrs R Taylor and Mrs E Baker (PSHE/ RSE Lead) and the Headteacher. These may include; planning scrutinies, book trawls, learning walks and pupil voice, focusing upon knowledge retention and behaviour indicators. In addition to monitoring curriculum coverage, the school evaluates the **impact of RSE** by reviewing:

- pupils' knowledge and understanding over time
- confidence in applying learning to real-life situations
- behaviour, relationships, and attitudes across the school

Findings are then used to adapt and refine the curriculum to ensure it remains relevant, responsive, and effective in meeting the needs of all pupils. An adaptive curriculum overview is produced annually to monitor any additional areas which have been taught/ focused on depending on the needs of the pupils.

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

This policy will be reviewed by Mrs R Taylor biannually. At every review, the policy will be approved by the headteacher and by the governing board.

Appendix 1

Appendix 1a: PSHE Curriculum Map

Curriculum Map – PSHE



PHSE Intent

At Brook, personal, social, health and economic (PSHE) education enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing physically, personally and socially and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

	Autumn Term			Spring Term			Summer Term		
Pre-school	Begin to talk about their feelings Select and use activities and resources, with help when needed Play with one or more other children, extending and elaborating play ideas - Follow rules and routines - Begin to recognise their own feelings - Begin to talk about their own feelings - Begin to talk about relationships/friendships			Talk about their feelings in more elaborated ways. Select and use activities and resources, with help when needed Play with one or more other children, extending and elaborating play ideas Increasingly follow rules - Talk about their feelings - Talk about others feelings - Above and Beyond board - Follow rules and routines independently			Develop their sense of responsibility Show more confidence in new social situations Gradually understands how others might be feeling. - Demonstrate independence - Displays confidence in a range of situations - Understand how they and others are feeling.		
Reception	See themselves as a valuable individual Build respectful relationships Express their feelings Manage their own needs - Follow rules and routines - Talk about different feelings - Begin to talk about their own feelings - Begin to talk about relationships/friendships			Identify and moderate their own feelings socially and emotionally Express their feelings and consider the feelings of others. Manage their own basic hygiene and personal needs, including dressing, going to the toilet Show resilience and perseverance in the face of challenge. Work and play cooperatively and take turns with others.			Show resilience and perseverance in the face of challenge. Think about the perspectives of others Manage their own needs		
	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and people who care for me and caring friendships	Respectful and kind relationships	Respecting ourselves and others	Belonging to a community	Online safety and awareness/ Wellbeing online	Money and work	Physical health and fitness/ General wellbeing and healthy eating	Growing and changing	Personal safety including drugs, alcohol, tobacco and vaping/ Health protection and prevention

Year 1	<u>Roles of different people; families; feeling cared for</u> - About people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers - The role these different people play in children's lives and how they care for them - What it means to be a family and how families are different, e.g. single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. etc. - About the importance of telling someone — and how to tell them — if they are worried about something in their family PoS Refs: R1, R2, R3, R4, R5	<u>Recognising privacy; staying safe; seeking permission</u> - About situations when someone's body or feelings might be hurt and whom to go to for help - About what it means to keep something private, including parts of the body that are private - To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) - How to respond if being touched makes them feel uncomfortable or unsafe - When it is important to ask for permission to touch others - How to ask for and give/not give permission PoS Refs: R10, R13, R15, R16, R17	<u>How behaviour affects others; being polite and respectful</u> - What kind and unkind behaviour mean in and out school - How kind and unkind behaviour can make people feel - About what respect means - About class rules, being polite to others, sharing and taking turns PoS Refs: R21, R22	<u>What rules are; caring for others' needs; looking after the environment</u> - Examples of rules in different situations, e.g. class rules, rules at home, rules outside - That different people have different needs and wishes - How we care for people, animals and other living things in different ways - How they can look after the environment, e.g. recycling PoS Refs: L1, L2, L3	<u>Using the internet and digital devices; communicating online</u> - How and why people use the internet - The benefits of using the internet and digital devices - How people find things out and communicate safely with others online PoS Refs: L7, L8	<u>Strengths and interests; jobs in the community</u> - That everyone has different strengths, in and out of school - About how different strengths and interests are needed to do different jobs - About people whose job it is to help us in the community - About different jobs and the work people do PoS Refs: L14, L16, L17	<u>Keeping healthy; food and exercise; hygiene routines; sun safety</u> - What it means to be healthy and why it is important - Ways to take care of themselves on a daily basis - About basic hygiene routines, e.g. hand washing - About healthy and unhealthy foods, including sugar intake - About physical activity and how it keeps people healthy - About different types of play, including balancing indoor, outdoor and screen-based play - About people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors - How to keep safe in the sun PoS Refs: H1, H2, H3, H5, H8, H9, H10	<u>Recognising what makes them unique and special; feelings; managing when things go wrong</u> - To recognise what makes them special and unique including their likes, dislikes and what they are good at - How to manage and whom to tell when finding things difficult, or when things go wrong - How they are the same and different to others - About different kinds of feelings - How to recognise feelings in themselves and others - How feelings can affect how people behave PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24	<u>How rules and age restrictions help us; keeping safe online</u> - How rules can help to keep us safe - Why some things have age restrictions, e.g. TV and film, games, toys or play areas - Basic rules for keeping safe online - Whom to tell if they see something online that makes them feel unhappy, worried, or scared Water Safety: - Explain how to keep safe near canals and rivers - Identify hazards and hidden dangers near canals and rivers (focus predominantly on seen)
Year 2	<u>Making friends; feeling lonely and getting help</u> How to be a	<u>Managing secrets; resisting pressure and getting help; recognising hurtful</u>	<u>Recognising things in common and differences; playing and working</u>	<u>Belonging to a group; roles and responsibilities; being the same and different</u>	<u>The internet in everyday life; online content and information</u>	<u>What money is; needs and wants; looking after money</u> About what money	<u>Why sleep is important; medicines and keeping healthy; keeping teeth</u>	<u>Growing older; naming body parts; moving class or year</u> About the human	<u>Safety in different environments; risk and safety at home; emergencies</u>

	good friend, e.g. kindness, listening, honesty - About different ways that people meet and make friends - Strategies for positive play with friends, e.g. joining in, including others, etc. - About what causes arguments between friends - How to positively resolve arguments between friends - How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else PoS Refs: R6, R7 R8, R9, R24	<u>behaviour</u> - How to recognise hurtful behaviour, including online - What to do and whom to tell if they see or experience hurtful behaviour, including online - About what bullying is and different types of bullying - How someone may feel if they are being bullied - About the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help - How to resist pressure to do something that feels uncomfortable or unsafe - How to ask for help if they feel unsafe or worried and what vocabulary to use PoS Refs: R11, R12, R14, R18, R19, R20	<u>cooperatively; sharing opinions</u> - About the things they have in common with their friends, classmates, and other people - How friends can have both similarities and differences - How to play and work cooperatively in different groups and situations - How to share their ideas and listen to others, take part in discussions, and give reasons for their views PoS Refs: R23, R24, R25	<u>in the community</u> - About being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups - About different rights and responsibilities that they have in school and the wider community - About how a community can help people from different groups to feel included - To recognise that they are all equal, and ways in which they are the same and different to others in their community PoS Refs: L2, L4, L5, L6	- The ways in which people can access the internet e.g. phones, tablets, computers - To recognise the purpose and value of the internet in everyday life - To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos - That information online might not always be true PoS Refs: L8, L9	is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments - How money can be kept and looked after - About getting, keeping and spending money - That people are paid money for the job they do - How to recognise the difference between needs and wants - How people make choices about spending money, including thinking about needs and wants PoS Refs: L10, L11, L12, L13, L15	<u>healthy; managing feelings and asking for help</u> - About routines and habits for maintaining good physical and mental health - Why sleep and rest are important for growing and keeping healthy - That medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies - The importance of, and routines for, brushing teeth and visiting the dentist - About food and drink that affect dental health - How to describe and share a range of feelings - Ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others - How to manage big feelings including those associated with change, loss and bereavement - When and how to ask for help, and how to help others, with their feelings	life cycle and how people grow from young to old - How our needs and bodies change as we grow up - To identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles, scrotum, nipples) - Pupils should understand all these body parts are private and have skills to understand and express their own boundaries around these body parts. - About change as people grow up, including new opportunities and responsibilities - Preparing to move to a new class and setting goals for next year PoS Refs: H20, H25, H26, H27	- How to recognise risk in everyday situations, e.g. road, water and rail safety - How to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' - To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger - How to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products - About things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel - How to respond if there is an accident and someone is hurt - About whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say Water Safety: -Identify hazards and hidden dangers near canals and rivers (focus predominantly
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							PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20		on seen) -Explain how to keep safe near canals and rivers • Understand the water safety code PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27
Year 3	<u>What makes a family; features of family life</u> • To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • That being part of a family provides support, security, stability and love • About the positive aspects of being part of a family, such as spending time together and caring for each other which provide children security as they grow up • Understand that families sometimes look different and those differences should be	<u>Personal boundaries; safely responding to others; the impact of hurtful behaviour</u> • What is appropriate to share with friends, classmates, family and wider social groups including online • About what privacy and personal boundaries are, including online • Basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • That bullying and hurtful behaviour is unacceptable in any situation • About the effects and consequences of bullying for the people involved	<u>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</u> • To recognise respectful behaviours e.g. helping or including others, being responsible • How to model respectful behaviour in different situations e.g. at home, at school, online • The importance of self-respect and their right to be treated respectfully by others • What it means to treat others, and be treated, politely • The ways in which people show respect and courtesy in different cultures and in wider society PoS Refs: R30, R31	<u>The value of rules and laws; rights, freedoms and responsibilities</u> • The reasons for rules and laws in wider society • The importance of abiding by the law and what might happen if rules and laws are broken • What human rights are and how they protect people • To identify basic examples of human rights including the rights of children • About how they have rights and also responsibilities • That with every right there is also a responsibility e.g. the right to an education and the responsibility to learn	<u>How the internet is used; assessing information online</u> • How the internet can be used both positively for leisure, for school and for work and sometimes negatively. • To recognise that images and information online can be altered or adapted and the reasons for why this happens • Strategies to recognise whether something they see online is true or accurate • To evaluate whether a game is suitable to play or a website is appropriate for their age-group • To make safe, reliable choices from search results • How to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate	<u>Different jobs and skills; job stereotypes; setting personal goals</u> • About jobs that people may have from different sectors e.g. teachers, business people, charity work • That people can have more than one job at once or over their lifetime • About common myths and gender stereotypes related to work • To challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • About some of the skills needed to do a job, such as teamwork and decision-making • To recognise their interests, skills and achievements and how these might link to future jobs • How to set goals that they would like to achieve this year e.g.	<u>Health choices and habits; what affects feelings; expressing feelings</u> • About the choices that people make in daily life that could affect their health • To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • That can help people to make healthy choices and what might negatively influence them (including obesity and tooth decay) • About habits and that sometimes they can be maintained, changed or stopped • Understand the risks associated with an inactive lifestyle, including obesity.	<u>Personal strengths and achievements; managing and reframing setbacks</u> • That everyone is an individual and has unique and valuable contributions to make • To recognise how strengths and interests form part of a person's identity • How to identify their own personal strengths and interests and what they're proud of (in school, out of school) • To recognise common challenges to self - worth e.g. finding school work difficult, friendship issues • Understand the importance of self respect and how this links to their own happiness. Pupils to develop their own identity including through developing skills and interests • Basic strategies to manage and reframe setbacks e.g. asking	<u>Risks and hazards; safety in the local environment and unfamiliar places</u> • How to identify typical hazards at home and in school • How to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • About fire safety at home including the need for smoke alarms • The importance of following safety rules from parents and other adults • How to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety Water Safety: -Identify hazards and hidden dangers near canals and rivers (both

	respected - About the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty - To identify if/when something in a family might make someone upset or worried - What to do and whom to tell if family relationships are making them feel unhappy or unsafe PoS Refs: R1, R6, R7, R8, R9	- About bullying online, and the similarities and differences to face-to-face bullying - What to do and whom to tell if they see or experience bullying or hurtful behaviour PoS Refs: R19, R22, R24, R30		PoS Refs: L1, L2, L3	communication	PoS Refs: L11, L12	learn a new hobby	- What is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally (including understanding calories and other nutritional content. - Understand how to plan and prepare a range of healthy meals - That regular exercise such as walking or cycling has positive benefits for their mental and physical health - About the things that affect feelings both positively and negatively - Strategies to identify and talk about their feelings - About some of the different ways people express feelings e.g. words, actions, body language - To recognise how feelings can change overtime and become more or less powerful PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19	for help, focusing on what they can learn from a setback, remembering what they are good at, trying again PoS Refs: H27, H28, H29	seen and unseen) -Explain how to keep safe near canals and rivers PoS Refs: H38, H39, H41
Year 4	<u>Positive friendships, including online</u> About the features of	<u>Responding to hurtful behaviour; managing confidentiality; recognising risks</u>	<u>Respecting differences and similarities; discussing difference sensitively</u>	<u>What makes a community; shared responsibilities</u> The meaning and benefits of living in a	<u>How data is shared and used</u> That everything shared online has a	<u>Making decisions about money; using and keeping money safe</u> How people make	<u>Maintaining a balanced lifestyle; oral hygiene and dental care</u> To identify a wide	<u>Physical and emotional changes in puberty; external genitalia; personal hygiene routines;</u>	<u>Medicines and household products; drugs common to everyday life</u> The importance of	

	positive healthy friendships such as mutual respect, trust and sharing interests • Positive strategies to develop caring and kind friendships • How to seek support with relationships if they feel lonely, isolated or excluded • How to communicate respectfully with friends when using digital devices • How knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • What to do or whom to tell if they are worried about any contact online PoS Refs: R10, R11, R12, R13, R18	online • To differentiate between playful teasing, hurtful behaviour and bullying, including online • How to respond if they witness or experience hurtful behaviour or bullying, including online • Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • How to manage pressures associated with dares • When it is right to keep or break a confidence or share a secret • How to recognise risks online such as harmful content or contact • How people may behave differently online including pretending to be someone they are not • How to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online	• To recognise differences between people such as gender, race, faith • To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • About the importance of respecting the differences and similarities between people • A vocabulary to sensitively discuss difference and include everyone PoS Refs: R32, R33	community • To recognise that they belong to different communities as well as the school community • About the different groups that make up and contribute to a community • About the individuals and groups that help the local community, including through volunteering and work • How to show compassion towards others in need and the shared responsibilities of caring for them PoS Refs: L4, L6, L7	digital footprint • That organisations can use personal information to encourage people to buy things • To recognise what online adverts look like • To compare content shared for factual purposes and for advertising • Why people might choose to buy or not buy something online e.g. from seeing an advert • That search results are ordered based on the popularity of the website and that this can affect what information people access PoS Refs: L13, L14	different spending decisions based on their budget, values and needs • How to keep track of money and why it is important to know how much is being spent • About different ways to pay for things such as cash, cards, e-payment and the reasons for using them • That how people spend money PoS Refs: L17, L19 L20, L21	range of factors that maintain a balanced, healthy lifestyle, physically and mentally • What good physical health means and how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • That common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • How to maintain oral hygiene and dental health, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth using floss, and regular check-ups at the dentist • The importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health PoS Refs: H2, H5, H11	support with puberty • How to identify external genitalia and reproductive organs • About the physical and emotional changes during puberty • Key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • Strategies to manage the changes during puberty including menstruation • The importance of personal hygiene routines during puberty including washing regularly and using deodorant • How to discuss the challenges of puberty with a trusted adult • How to get information, help and advice about puberty PoS Refs: H30, H31, H32, H34	taking medicines correctly and using household products safely • To recognise what is meant by a 'drug' • That drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • To identify some of the risks associated with drugs common to everyday life • That for some people using drugs can become a habit which is difficult to break • How to ask for help or advice Water Safety: -Identify hazards and hidden dangers near canals and rivers (both seen and unseen) -Explain how to keep safe near canals and rivers -Begin to develop a range of different strokes to be able to swim at least 25m
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		• How to seek help when needed, including when they are concerned about violence, harm or when they are unsure who to trust PoS Refs: R20, R23, R27, R28							PoS Refs: H10, H38, H40, H46
Year 5	<u>Managing friendships and peer influence</u> • What makes a healthy friendship and how they make people feel included • Strategies to help someone feel included • About peer influence and how it can make people feel or behave • The impact of the need for peer approval in different situations, including online • Strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • That it is common for friendships to experience	<u>Physical contact and feeling safe</u> • To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • How to ask for, give and not give permission for physical contact • How it feels in a person's mind and body when they are uncomfortable • That it is never someone's fault if they have experienced unacceptable contact • To understand the difference between appropriate and inappropriate or unsafe contact, including physical contact. • How to respond to unwanted or unacceptable	<u>Responding respectfully to a wide range of people; recognising prejudice and discrimination</u> • To recognise that everyone should be treated equally • Why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • What discrimination means and different types of discrimination e.g. racism, sexism, homophobia • To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment - the impact of discrimination on individuals, groups and wider society	<u>Protecting the environment; compassion towards others</u> • About how resources are allocated and the effect this has on individuals, communities and the environment • The importance of protecting the environment and how everyday actions can either support or damage it • How to show compassion for the environment, animals and other living things • About the way that money is spent and how it affects the environment • To express their own opinions about their responsibility towards the environment	<u>How information online is targeted; different media types, their role and impact</u> • To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • Basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • That some media and online content promote stereotypes • How to assess which search results are more reliable than others • To recognise unsafe or suspicious content online • How devices store and share information	<u>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</u> • To identify jobs that they might like to do in the future • About the role ambition can play in achieving a future career • How or why someone might choose a certain career • About what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • The importance of diversity and inclusion to promote people's career opportunities • About stereotyping in the workplace, its impact and how to	<u>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</u> • How sleep contributes to a healthy lifestyle • The importance of the correct amount of sleep recommended for their age. • Healthy sleep strategies such as not using screens in the bedroom and how to maintain them • Understand the impact of poor sleep on weight mood and the ability to learn. • About the benefits of being outdoors and in the sun for physical and mental health • How to manage risk in relation to sun exposure, including skin damage and heat stroke including skin cancer	<u>Personal identity; recognising individuality and different qualities; mental wellbeing</u> • About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • That for some people their gender identity does not correspond with their biological sex • How to recognise, respect and express their individuality and personal qualities • Ways to boost their mood and improve emotional wellbeing • About the link between participating in interests, hobbies and community groups and mental wellbeing	<u>Keeping safe in different situations, including responding in emergencies, first aid</u> • To identify when situations are becoming risky, unsafe or an emergency • To identify occasions where they can help take responsibility for their own safety • To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • How to deal with common injuries using basic first aid techniques for example dealing with common injuries and ailments, including head injuries • How to respond in an emergency, including when and how to contact different emergency

	challenges • Strategies to positively resolve disputes and reconcile differences in friendships • That friendships can change over time and the benefits of having new and different types of friends • How to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • When and how to seek support in relation to friendships PoS Refs: R14, R15, R16, R17, R18, R26	physical contact • That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • Whom to tell if they are concerned about unwanted physical contact PoS Refs: R9, R25, R26, R27, R29	• Ways to safely challenge discrimination • How to report discrimination online • Understand how to seek help for themselves or others following any cyber bullying. PoS Refs: R20, R21, R31, R33	PoS Refs: L4, L5, L19	PoS Refs: L12, L14	challenge it • That there is a variety of routes into work e.g. college, apprenticeships, university, training PoS Refs: L27, L28, L29, L31, L32	how medicines can contribute to health and how allergies can be managed • That some diseases can be prevented by vaccinations and immunisations • That bacteria and viruses can affect health • How they can prevent the spread of bacteria and viruses with everyday hygiene routines including the importance of handwashing • To recognise the shared responsibility of keeping a clean environment PoS Refs: H8, H9, H10, H12	PoS Refs: H16, H25, H26, H27	services • Understand the importance of reporting incidents rather than filming them • That female genital mutilation (FGM) is against British law¹ • What to do and whom to tell if they think they or someone they know might be at risk of FGM - Link to PANTS do not need to use FGM by name. Water Safety: -Identify hazards and hidden dangers near canals and rivers (both seen and unseen) -Explain how to keep safe near canals and rivers -Demonstrate what to do if there is an incident or emergency -Continue to develop a range of different strokes to be able to swim at least 25m PoS Refs: H38, H43, H44, H45
Year 6	<u>Attraction to others; romantic relationships; civil partnership and marriage</u> • What it means to be attracted to	<u>Recognising and managing pressure; consent in different situations</u> • To compare the features of a	<u>Expressing opinions and respecting other points of view, including discussing topical issues</u> • About the link between values and	<u>Valuing diversity; challenging discrimination and stereotypes</u> • What prejudice means	<u>Evaluating media sources; sharing things online</u> • About the benefits of safe internet use e.g. learning, connecting	<u>Influences and attitudes to money; money and financial risks</u> • About the role that money plays in people's lives,	<u>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</u>	<u>Human reproduction and birth; increasing independence; managing transitions</u> • To recognise some of the changes as they grow up e.g.	<u>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</u> • how to protect

someone and different kinds of loving relationships • That people who love each other can be of any gender, ethnicity or faith • The difference between gender identity and sexual orientation and everyone's right to be loved • About the qualities of healthy relationships that help individuals flourish • Recognise when a relationship is harmful or dangerous • Ways in which couples show their love and commitment to one another, including those who are not married or who live apart • What marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults which is intended to be lifelong • That people have the right to choose whom they marry or whether to get married • That to force	healthy and unhealthy friendship • About the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • Strategies to respond to pressure from friends including online • How to respond safely and appropriately to adults they may encounter including those they do and do not know. • How to assess the risk of different online 'challenges' and 'dares' • How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • How to get advice and report concerns about personal safety, including online • What consent means and how to seek and give/not give permission in different situations	behaviour and how to be a positive role model • How to discuss issues respectfully • How to listen to and respect other points of view • How to constructively challenge points of view they disagree with • Ways to participate effectively in discussions online and manage conflict or disagreements and that resorting to violence is never right. PoS Refs: R30, R34	• To differentiate between prejudice and discrimination • How to recognise acts of discrimination • Strategies to safely respond to and challenge discrimination • What a stereotype is, how stereo types can be unfair, negative, destructive or lead to bullying • How to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • How stereotypes are perpetuated and how to challenge this PoS Refs: L8, L9, L10, R21	and communicating • How and why images online might be manipulated, altered, or faked • How to recognise when images might have been altered • Why people choose to communicate through social media and some of the risks and challenges of doing so • That social media sites, some apps, computer games and online gaming have age restrictions and regulations for use. • The reasons why some media and online content is not appropriate for children • How online content can be designed to manipulate people's emotions and encourage them to read or share things • About sharing things online, including rules and laws relating to this • How to recognise what is appropriate to share online • How to report inappropriate online content or contact • Understand the importance of piracy and location settings to protect information online. • How to report abuse,	attitudes towards it and what influences decisions about money • About value for money and how to judge if something is value for money • How companies encourage customers to buy things and why it is important to be a critical consumer • How having or not having money can impact on a person's emotions, health and wellbeing • About common risks associated with online gaming, video gaming monetisation, scams, fraud and other financial harms and that gaming can become addictive. • How money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • How to get help if they are concerned about gambling or other financial risks	• That mental health is common and just as important as physical health and that both need looking after • To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • How negative experiences such as being bullied or feeling lonely can affect mental wellbeing • Positive strategies for managing feelings • That there are situations when someone may experience mixed or conflicting feelings • Understand how to manage feelings include disappointment and frustration • How feelings can often be helpful, whilst recognising that they sometimes need to be overcome • To recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • Identify where they and others can ask for help and support with mental wellbeing in and outside school	increasing independence • About what being more independent might be like, including how it may feel • About the transition to secondary school and how this may affect their feelings • About how relationships may change as they grow up or move to secondary school practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • Identify the links between love and committed relationships • What sexual intercourse is, <i>*This should be in line with the factual description of conception in the science curriculum.</i> • How pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • That pregnancy can be prevented with contraception • About the responsibilities of being a parent or carer and how having a baby changes someone's	personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • How to report the misuse of personal information or sharing of upsetting content/ images online • About the different age rating systems for social media, T.V, films, games and online gaming • Why age restrictions are important and how they help people make safe decisions about what to watch, use or play • About the risks and
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	anyone into marriage is illegal • How and where to report forced marriage or ask for help if they are worried PoS Refs: R1, R2, R3, R4, R5, R7	PoS Refs: R26, R28, R29			concerns about something seen online or experienced in real life PoS Refs: H37, L11, L13, L15, L16	PoS Refs: L18, L22, L23, L24	• Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • The importance of asking for support from a trusted adult • About the changes that may occur in life including death, and how these can cause conflicting feelings • Understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. • That changes can mean people experience feelings of loss or grief • About the process of grieving and how grief can be expressed and that everyone grieves differently. • About strategies that can help someone cope with the feelings associated with change or loss • To identify how to ask for help and support with loss, grief or other aspects of change • How balancing time online with other activities helps to maintain their mental and physical	life PoS Refs: H24, H33, H35, H36	effects of different drugs • About the laws relating to drugs common to everyday life and illegal drugs • To recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • About the organisations where people can get help and support concerning drug use • How to ask for help if they have concerns about drug use • About mixed messages in the media relating to drug use and how they might influence opinions and decisions Water Safety: -Identify hazards and hidden dangers near canals and rivers (both seen and unseen) -Explain how to keep safe near canals and rivers) -Demonstrate what to do if there is an incident or emergency -Be confident when managing an emergency situation without causing further difficulties or harm to themselves or others
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							wellbeing • Strategies to manage time spent online and foster positive habits e.g. switching phone off at night • What to do and whom to tell if they are frightened or worried about something they have seen online PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24		-Manage risks in different contexts -Be able to swim at least 25 metres unaided using a range of strokes. PoS Refs: H37, H42, H46, H47, H48, H49, H50
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Appendix 1b: Science Curriculum units from Developing Experts which link directly to RSE

Year 2- Developing Experts Coverage linked to the RSE curriculum



Year 2 Curriculum Map



Year 2 - Animals, including humans 2 - Life cycles				
Lesson Intention	National Curriculum Reference	Scientific Enquiry Covered	Rocket Words Covered	Resources Needed
Order the stages of the human life cycle	Notice that animals, including humans, have offspring which grow into adults	Identifying and classifying	life cycle grow survive independent adult	Class presentation, pen, pencil, scissors, glue.
Describe the stages of a human life cycle	Notice that animals, including humans, have offspring which grow into adults	Identifying and classifying	foetus womb helpless toddler develop	Class presentation, handout.
Identify the offspring and parent of an animal	Notice that animals, including humans, have offspring which grow into adults	Using their observations and ideas to suggest answers to questions	offspring inherit gene resemble differences	Class presentation, scissors, glue, pen, pencil.
Explore the life cycle of a chicken	Notice that animals, including humans, have offspring which grow into adults	Gathering and recording data to help in answering questions	reproduction hatchling chick bar chart predict	Chicks & data, if available. If you have not hatch chicks, use the handout for chick data, squared paper.
Describe the life cycle of a butterfly	Notice that animals, including humans, have offspring which grow into adults	Asking simple questions and recognise that they can be answered in different ways	caterpillar transformation larva chrysalis metamorphosis	Class presentation, resources to enable the children to create a model of a butterfly's life cycle; this may include plasticine, a selection of card or card board, tissue paper, paints/colouring pens, scissors, glue, pipe cleaners.
Explore the life cycle of a frog	Notice that animals, including humans, have offspring which grow into adults	Using their observations and ideas to suggest answers to questions	frog amphibian frogspawn tadpole froglet	Class presentation, pencils, colouring pencils.



Year 5 – Animals, including humans

Lesson Intention	National Curriculum Reference	Scientific Enquiry	Rocket Words	Resources
Identify the key stages of a mammal's life cycle	Describe the changes as humans develop to old age	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	foetus dependent adolescent puberty reproduce	<i>Scissors, handout (on thin card), pen and pencils, split pins</i>
Explore the gestation periods of mammals	Describe the changes as humans develop to old age	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations	gestation pregnant duration extreme breeding	<i>Sticky notes, scissors, pens/pencils, computers/tablets for research</i>
Learn about foetal development	Describe the changes as humans develop to old age	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	womb umbilical chord embryo trimester midwife	<i>Pencil, graph paper, ruler, coloured pencils</i>
Investigate the hand span of different aged children	Describe the changes as humans develop to old age	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	growth spurt childhood motor skills milk teeth constant	<i>Ruler, tape measure, pens/pencils, paper</i>
Learn about the changes experienced during puberty	Describe the changes as humans develop to old age	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations	adolescence puberty hormones mood swing develop	<i>Large paper/wallpaper, sticky tape, pens/pencils</i>
Describe the changes humans may experience during adulthood and old age	Describe the changes as humans develop to old age	Identifying scientific evidence that has been used to support or refute ideas or arguments	lifestyle keratin elasticity cataracts neurodegenerative	<i>Pens, pencils, computers/tablets</i>



Year 6 – Living things and their habitats				
Lesson Intention	National Curriculum Reference	Scientific Enquiry	Rocket Words	Resources
Classify living organisms	Give reasons for classifying plants and animals based on specific characteristics	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs and bar and line graphs	classify microorganism fern living organism conifer	<i>Class presentation, liquorice allsorts, A3 paper and pens</i>
Understand the kingdoms of life	Give reasons for classifying plants and animals based on specific characteristics	Identifying scientific evidence that has been used to support or refute ideas or arguments	kingdom mrs gren cell multicellular unicellular	<i>Class presentation, a plant and research materials</i>
Classify living things using the Linnaean system	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals	Identifying scientific evidence that has been used to support or refute ideas or arguments	Carl Linnaeus classification Latin species domain	<i>Class presentation and research devices</i>
Identify the characteristics of different types of microorganisms	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	microorganism bacteria fungi virus protozoa	<i>Class presentation, mould growing investigation, slices of bread, sealable sandwich bags, water, sticky labels and marker pens</i>
Investigate asexual reproduction through spore dispersal	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	plant microscopic fungi mycelium ecosystem	<i>Class presentation, large mushrooms, clamp stands, clamps, string, cocktail stick to make a hole, plain paper, hairspray and a ruler</i>
Classify and describe a living organism	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals	Reporting and presenting findings from enquiries - including conclusions, causal relationships and explanations of and a degree of trust in results - in oral and written forms such as displays and other presentations	classify microorganism living organism habitat reproduction	<i>Class presentation, A3 paper, felt tips/colouring pencils and research materials</i>

Curriculum Intent and Breadth- Religious Education



RE Intent

At Brook, our children will develop their knowledge of different beliefs, teachings, practices and lifestyles. They will understand how religious beliefs are conveyed and they will learn to be reflective. They will get opportunities to visit a range of places of worship in the local and wider community. Religious education aims to provide an objective and critical study of the phenomena of religious and non-religious worldviews and it helps pupils to develop and reflect on their values and beliefs and their own personal worldview.

As world citizens, children will develop their knowledge and skills in the areas of understanding beliefs and teachings, practices and lifestyles, how beliefs are conveyed, to understand values and be reflective.

	Autumn Term		Spring Term		Summer Term	
Pre-school	Begin to make sense of their own life-story		Develop positive attitudes about the differences between people through a variety of resources and props.		Still in progress Know that and talk about the differences they have experienced or seen in photos Develop positive attitudes about the differences between people through a variety of resources and props.	
Reception	Begin to understand that people have different beliefs and celebrate special times in different ways. To understand the story of the birth of Jesus		Begin to understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways. Begin to understand why we celebrate Easter		Understand that some places are special to members of their community	
Year 1	Christianity: Introduction to Christianity	Christianity: Christmas	Islam: Introduction to Islam	Islam – Significant beliefs about God	Sikhism - Introduction	Festivals
Year 2	Islam – Significant beliefs about Muhammad	Islam – The first revelation and the origin of the Qur'an	Christianity – God and loving kindness	Christianity - Easter	Humanism	People of Faith
Year 3	Christianity – Who was Jesus?	Christianity – Why was Jesus called the saviour?	Islam – significant beliefs about God	Islam – significant beliefs about Muhammad and Prophethood	Sikhism – God and Gurus	Worship
Year 4	Islam – significant beliefs about the Qur'an	Stories	Christianity – Christian love (Agape)	Significant beliefs	Non-religious worldviews including Humanism	Religious and non-religious worldviews

Year 5	Christianity – Adam and Eve and “the fall”	Christianity – The Salvation Story, “atonement” and “reconciliation”	Islam – Muhammad’s life in Makkah, preaching and persecution	Islam – Muhammad in Madinah, establishing a Muslim community	Sikhism	Fasts and Festivals
Year 6	Islam – Peace, forgiveness or violence. Which is more truly Islam?	Significant beliefs	Judaism	Non-religious worldviews	Christianity – How do we know what is right or wrong?	Worship

Appendix 1d: Computing Curriculum Intent and Breadth

Curriculum Intent and Breadth- Computing



Computing Intent

At Brook, our computing program will equip pupils to use computational thinking, creativity and knowledge of computer systems to ensure they are digitally literate and are able to express themselves and develop their ideas through information and communication technology.

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

	Autumn Term		Spring Term		Summer Term	
	1 st Half	2 nd Half	1 st Half	2 nd Half	1 st Half	2 nd Half
Year 1	Using the internet Esafety Logging on	Digital Content Tech outside of school PM 1.9 Creating media- Digital Writing TC U5	Digital Content Pictograms PM 2.3	Computer Science BeeBots	Computer Science Coding PM1.7 Code blocks/ instructions	Digital Media – Project-Loony Toons! Programming animation – Short cartoon TC U6 (NCCE- Scratch Jr)
Year 2	Using the internet Esafety Simple searches Digital footprints	Digital Content Creating media Digital Music TC U5	Digital Content Questioning PM2.4 Pictograms & databases	Computer Science Coding PM 2.1 Algorithms	Computer Science Beebots/ Robotics	Digital Media – Project -Art Gallery NCCE- Creating media – Digital photography TC U2
Year 3	Using the internet Esafety Email	Digital Content Creating Media Desktop publishing – Canva TC U5	Digital Content Spreadsheets PM 3.3	Computer Science Coding PM 3.1 Flowcharts/ debugging	Computer Science Coding – Introduce Scratch	Digital Media- project – Silent Movies Stop animation TC U2
Year 4	Using the internet Esafety Office 365/ Google Suite/	Digital Content Creating Media – Photo editing TC U5	Digital Content Databases PM 5.4	Computer Science Coding 2Logo PM 4.5	Computer Science Introduction to MicroBits	Digital Media Project – Music festival Audio Production TC U2

	cloud					
Year 5	Using the internet Esafety Search Engines One Drive	Digital Content Creating media – Introduction to Vector Graphics TC U5	Digital Content Spreadsheets – Excel Lunar Theme Park	Computer Science Coding PM 5.1 Algorithms/ simulations	Computer Science Game Creator PM 5.5	Digital Media Project – The Oscars Video production TC U2 Adobe Express
Year 6	Using the internet Esafety/ Blogging/ Wiki Pages	Digital Content Creating Media – 3D Modelling TC U5	Digital Content Quizzing – PM6.7 & Google forms	Computer Science Coding PM 6.1 Functions/ control simulations	Computer Science Scratch Coding a game	Digital Media- Project Dragon's Den – wearable tech

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

TOPICS	PUPILS SHOULD KNOW
Families and people who care for them	• That families are important for children growing up because they can give love, security and stability • The characteristic 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 other's families, either in school or 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 • 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 marriage 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	• 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 relationships 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	• The importance of respecting others, even when they are very different from them (for example physically, in character, personality or background), or make different choices or have different preferences for beliefs. • Practical steps they can take in arrange of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this is linked to their own happiness • That in school and the wider society they can expect to be treated with respect by others and that in turn they should show respect to others, including those in positions of authority • About the 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 seeking permission and giving in relationships with friends and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be some they are not • That the same 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 risks associated with people they have never met. • How to information and data is shared and used online
Begin Safe	• What sort of boundaries are appropriate in friendships with peers and others (including 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

Appendix 3: Brook Primary School PSHE Assessment End Points



CURRICULUM END POINTS

PSHE



Year Group	End Points
1	A successful global citizen in Year 1 will understand: Families and people who care for me and caring friendships/ Respectful and kind relationships/ Respecting ourselves and others - Who cares for me, and the role different people play in their lives? - How families can be different - What it means to be a family and how families are different, e.g. single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. etc. - Situations when someone's body or feelings might be hurt and whom to go to for help - What it means to keep something private, including parts of the body that are private - Identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) and the importance of asking for permission to touch others - What kind and unkind behaviour mean in and out school how these make people feel - What respect means Belonging to a community/ Online safety and awareness/ Money and work - Examples of rules in different situations, e.g. class rules, rules at home, rules outside - How we care for people, animals, other living things and the environment in different ways - How and why people use the internet - The benefits of using the internet and digital devices and being safe with others online - That everyone has different strengths, in and out of school and how different strengths and interests are needed to do - About people whose job it is to help us in the community Physical health and fitness/ General wellbeing and healthy eating / Growing and changing/ Personal safety including drugs, alcohol, tobacco and vaping/ Health protection and prevention - What it means to be healthy and why it is important – basic hygiene, healthy foods, physical activity, and screen time and who can help stay healthy - What makes them special and unique including their likes, dislikes and what they are good and how they are the same and different to others - About different kinds of feelings and how feelings can affect how people behave Water Safety: - Explain how to keep safe near canals and rivers - Identify hazards and hidden dangers near canals and rivers (focus predominantly on seen)
2	A successful global citizen in Year 2 will understand: Families and people who care for me and caring friendships/ Respectful and kind relationships/ Respecting ourselves and others - How to be a good friend both in person and online, e.g. kindness, listening, honesty and strategies for positive play with friends, e.g. joining in, including others, etc. - What causes arguments between friends and how to positively resolve arguments between friends - How to recognise and ask for help when they are feeling lonely or unhappy or to help someone else including online - What bullying is and different types of bullying and how someone may feel if they are being bullied - How to resist pressure to do something that feels uncomfortable or unsafe

	Belonging to a community/ Online safety and awareness/ Money and work • How to play and work cooperatively in different groups and situations • About being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups and recognise that they are all equal, and ways in which they are the same and different to others in their community • The ways in which people can access the internet e.g. phones, tablets, computers • How to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos and information on the internet might not always be true • What money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • About getting, keeping and spending money • That people are paid money for the job they do, make choices about spending money, including thinking about needs and wants Physical health and fitness/ General wellbeing and healthy eating / Growing and changing/ Personal safety including drugs, alcohol, tobacco and vaping/ Health protection and prevention • About routines and habits for maintaining good physical and mental health including medicines, vaccinations, brushing teeth and visiting the dentist • About food and drink that affect dental health • Ways to feel good, calm down or change their mood and how to manage big feelings including those associated with change, loss and bereavement • About change as people grow up, including new opportunities and responsibilities • To identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles, scrotum, nipples) • How to recognise risk in everyday situations, e.g. road, water and rail safety, medicines and how to stay safe • How to respond if there is an accident and someone is hurt and whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say Water Safety: • Identify hazards and hidden dangers near canals and rivers (focus predominantly on seen) • Explain how to keep safe near canals and rivers • Understand the water safety code
3	A successful global citizen in Year 3 will understand: Families and people who care for me and caring friendships/ Respectful and kind relationships/ Respecting ourselves and others • What makes a family, features of family life and why are families different • Personal boundaries; safely responding to others; the impact of hurtful behaviour • How to recognise respectful behaviour; the importance of self-respect; courtesy and being polite Belonging to a community/ Online safety and awareness/ Money and work • 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 Physical health and fitness/ General wellbeing and healthy eating / Growing and changing/ Personal safety including drugs, alcohol, tobacco and vaping/ Health protection and prevention • Personal strengths and achievements; managing and reframing setbacks • Risks and hazards; safety in the local environment and unfamiliar places • Health choices and habits; what affects feelings; expressing feelings Water Safety: • Identify hazards and hidden dangers near canals and rivers (both seen and unseen) • Explain how to keep safe near canals and rivers

4	A successful global citizen in Year 4 will understand: Families and people who care for me and caring friendships/ Respectful and kind relationships/ Respecting ourselves and others • About the features of positive healthy friendships such as mutual respect, trust and sharing interests • How knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know and What to do or whom to tell if they are worried about any contact online • How to respond if they witness or experience hurtful behaviour or bullying, including online • How to manage pressures associated with dares and peer pressure and harmful content and where to seek help and advice • Differences between people such as gender, race, faith and what they have in common with others e.g. shared values, likes and dislikes, aspirations and the importance of respecting the differences and similarities between people Belonging to a community/ Online safety and awareness/ Money and work • The meaning and benefits of living in a community and different groups within our community • That everything shared online has a digital footprint and personal information can be used to encourage people to buy things • Making decisions about money; using and keeping money safe budgeting, keeping track of money and different ways to pay for things Physical health and fitness/ General wellbeing and healthy eating / Growing and changing/ Personal safety including drugs, alcohol, tobacco and vaping/ Health protection and prevention • Maintaining a balanced lifestyle; oral hygiene and dental care - maintain a balanced, healthy lifestyle, physically and mentally, The importance of regular visits to the dentist and oral care and the effects of different foods, drinks and substances on dental health • Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty including Key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams How to discuss the challenges of puberty with a trusted adult • The importance of taking medicines correctly and using household products safely • That drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing and be addictive Water Safety: • Identify hazards and hidden dangers near canals and rivers (both seen and unseen) • Explain how to keep safe near canals and rivers • Begin to develop a range of different strokes to be able to swim at least 25m
5	A successful global citizen in Year 5 will understand: Families and people who care for me and caring friendships/ Respectful and kind relationships/ Respecting ourselves and others • How to manage friendships and peer influence and how it can make people feel or behave including online and strategies for managing e.g. exit strategies, assertive communication • That friendships can change over time and the benefits of having new and different types of friends and Strategies to positively resolve disputes and reconcile differences in friendships • How to identify what physical touch is acceptable, unacceptable, wanted, or unwanted in different situations and how to ask for, give and not give permission for physical contact and how to respond to unwanted or unacceptable physical contact • To understand the difference between appropriate and inappropriate or unsafe contact, including physical contact. • That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • What discrimination means and different types of discrimination e.g. racism, sexism, homophobia including those online- trolling and its impact • When and how to seek support in relation to safe relationships friendships Belonging to a community/ Online safety and awareness/ Money and work • About how resources are allocated and the effect this has on individuals, communities and the environment • The importance of protecting the environment and how everyday actions can either support or damage it • How to express their own opinions about their responsibility towards the environment

	• How to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise and to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is bias • How to assess which search results are more reliable than others and that some can promote stereotypes • How devices store and share information • How to identify jobs that they might like to do in the future • About what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • The importance of diversity and inclusion to promote people's career opportunities and stereotypes in the workplace and how to challenge it • That there is a variety of routes into work e.g. college, apprenticeships, university, training Physical health and fitness/ General wellbeing and healthy eating / Growing and changing/ Personal safety including drugs, alcohol, tobacco and vaping/ Health protection and prevention • The benefits of being outdoors and in the sun for physical and mental health and how sleep contributes to a healthy lifestyle and sleep strategies and how to maintain them • How to manage risk in relation to sun exposure, including skin damage and heat stroke • That some diseases can be prevented by vaccinations and immunisations, that bacteria and viruses can affect health and how they can prevent the spread of bacteria and viruses with everyday hygiene routines • About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes and that for some people their gender identity does not correspond with their biological sex • How to recognise, respect and express their individuality and personal qualities • How to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • How to deal with common injuries using basic first aid techniques • That female genital mutilation (FGM) is against British law¹ and what to do and whom to tell if they think they or someone they know might be at risk of FGM - Link to PANTS do not need to use FGM by name Water Safety: • Identify hazards and hidden dangers near canals and rivers (both seen and unseen) • Explain how to keep safe near canals and rivers • Demonstrate what to do if there is an incident or emergency • Continue to develop a range of different strokes to be able to swim at least 25m
6	A successful global citizen in Year 6 will understand: Families and people who care for me and caring friendships/ Respectful and kind relationships/ Respecting ourselves and others • What it means to be attracted to someone and that people who love each other can be of any gender, ethnicity or faith and that everyone has a right to be loved • Ways that couples show their love and commitment including marriage and civil partnerships and that people have the right to choose whom they marry or if they get married • That it is illegal to force anyone to get married and how to report forced marriage • How to compare the features of healthy and unhealthy relationships and know what to do if someone is put under pressure to do something dangerous including online pressure e.g. challenges and dares and how to get advice or report concerns • What consent means and how to seek and give/not give permission • How to express and respect opinions and points of view and challenge those opinions that they disagree with Belonging to a community/ Online safety and awareness/ Money and work • Differentiate between prejudice and discrimination and how to recognise and respond to acts of discrimination • How to recognise stereotypes in different contexts, the influence they can have on understanding of groups and how to challenge

these stereotypes

- The benefits of safe internet use including how and why images may be altered
- How and why people use social media and the risks and challenges associated with this
- What it is legal to share online and how to recognise and report inappropriate content or contact
- That social media sites, some apps, computer games and online gaming have age restrictions and regulations for use.
- Know the common risks associated with online gaming, video gaming monetisation, scams, fraud and other financial harms and that gaming can become addictive.
- The value of money and the role that it plays in people's lives
- That money can impact people's emotions, health and wellbeing and risks associated with money (debt, fraud, gambling)
- How money can be gained or lost through scams or gambling and what to do if they are concerned about these putting people at financial risk

Physical health and fitness/ General wellbeing and healthy eating / Growing and changing/ Personal safety including drugs, alcohol, tobacco and vaping/ Health protection and prevention

- The importance of mental health including who can be affected, how issues can be resolved and the experiences that can impact and how they can be resolved
- That situations can give people mixed feelings and that support is available for people going through these feelings
- Where they can go to get support with their mental wellbeing and that it is important to ask for support from a trusted adult
- That there are many changes that may occur in life and how these can change people's emotions including feelings of loss and grief and strategies to overcome these
- Strategies to balance time online with other activities to maintain their health and wellbeing
- How to recognise changes as they grow up and how this may feel including the transition to secondary school and how this may impact relationships
- The link between love, committed relationships and conception and the link to sexual intercourse being between two consenting adults
- How pregnancy occurs, how it can be prevented and the responsibilities around being a parent or carer
- How to keep personal information safe and strategies for dealing with requests for information including images of themselves and others
- What to do if they come across images that may hurt, upset or embarrass themselves or others
- The age ratings for social media, films, TV and games and why they are important
- The risks and effects of drugs that are legal and illegal and know why people chose to use those drugs
- About organisations that are available to help people with drug use and how the media give mixed messages around drug use

Water Safety:

- Identify hazards and hidden dangers near canals and rivers (both seen and unseen)
- Explain how to keep safe near canals and rivers)
- Demonstrate what to do if there is an incident or emergency
- Be confident when managing an emergency situation without causing further difficulties or harm to themselves or others
- Manage risks in different contexts
- Be able to swim at least 25 metres unaided using a range of strokes.