

# MILVERTON PRIMARY SCHOOL

## MILVERTON PSHE AND RSE POLICY



Personal, Social, Health and Economic Education, Relationship and Sex Education

Agreed by: Performance and Standards Committee

Date Agreed: Spring 2023

Date to be reviewed: Spring 2026

### Intent

#### Aims of Subject:

Milverton Primary School values every child in our school community and encourages them to achieve their full potential as a whole child. Personal, social, health and economic education (PSHE) and Relationships and Sex Education (RSE) are an important and necessary part of pupils' education. Through our Memorable Milverton Curriculum, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives in an ever-evolving world, both now and in the future. Through our whole school approach, we aim to develop the qualities our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

From September 2020 the Department for Education made Relationships and Sex Education (RSE) and Health Education compulsory in all primary schools. RSE has now become an integral part of the whole curriculum of the school.

#### We would like children to demonstrate:

##### PSHE

- To be a positive and productive member of our community
- To develop pupils' self-awareness
- Promote positive emotional and physical well-being
- Form healthy and positive relationships with others
- To understand the importance of a healthy, hygienic and safe lifestyle
- Be able to recognise unsafe situations, protect themselves and ask for help and support

##### RSE

- A good understanding of happy, healthy relationships
- A good understanding of growing and change
- Prepare pupils for puberty and to give them an understanding of sexual development
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Respect for others opinion
- Create positive attitudes around issues of sexuality and relationships
- Develop an understanding for others viewpoint

- Confidence to discuss difficult issues in a safe environment
- Help children understand the consequences of their actions and behave responsibly within relationships
- To know that I have changed since I was a baby
- To know that I am growing
- To know that living things begin life, grow, change and age
- To know that I am special and I am an individual
- To know that there are special people around me
- To know that what I say and do matter to my special people
- To generate an atmosphere of trust in which questions about reproduction can be raised and answered without embarrassment.
- To provide an agreed vocabulary for discussing sexual matters with confidence and dignity.
- To stress the value of family life - in its widest definition - and the worth of proper parental care.
- To counteract confusion arising from myths, folklore, untruths and half-truths, gossip and media misrepresentation.
- To explore the nature of human reproduction in increasing detail and to enable each child to discuss how they feel about it.
- To help children understand that they control who touches their bodies.
- To raise awareness of self-protection strategies.
- To provide information about forthcoming pubertal changes - physical, emotional and social and to help pupils adjust to those changes.
- To enable children to accept that variations in size and growth rates at puberty are normal.
- To reduce - with a view to eliminating - any teasing about sexual matters and to raise awareness of what sexual harassment and prejudice might involve.
- To develop personal relationship skills and value friendship.
- To increase confidence and self-esteem.
- To help children learn and practise decision making skills including those necessary for resisting peer pressure to behave in potentially damaging ways.
- To be able to respect the difference between people
- To recognise and challenge stereotype images of boys and girls
- Express thoughts and feelings
- To empathise with, listen to and support others

## Definitions

PSHE is about pupils developing the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work.

RSE is an integral part of PSHE. Specifically, RSE is concerned with 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.

## Why is Relationships and Sex Education (RSE) important?

By the time children reach primary school they are already equipped with a range of attitudes and a certain amount of information about sexuality and relationships. Some of this information may not be accurate or helpful. RSE should be seen as a partnership with parents, carers and the school so that parents, carers and teachers are confident about answering questions correctly and without embarrassment. A positive RSE curriculum can lay the foundation for healthy attitudes towards relationships and sexuality in later years.

## What is meant by RSE?

Relationships and Sex Education is part of PSHE and curriculum, as well as our Science curriculum in Key Stage 1 and 2. Within the Early Years Foundation Stage RSE is linked to Personal, Social and Emotional Development, Understanding the World and Physical Development.

It has moral, legal, cultural and ethical dimensions. It has a skills base involving assertiveness and communication. RSE involves knowledge of how the human body functions but is also involved with exploring feelings about love, sexuality and responsibility towards oneself and others. In school it is a development process helping young people to examine their own and others' attitudes and values and to make informed decisions.

- It is developmental, and appropriate to the age and stage of the child.
- It puts forward factual knowledge and encourages exploration of facts.
- It examines opinions and concepts and encourages discussion.
- It encourages the development of personal and interpersonal skills.
- It encourages awareness, respect and responsibility for oneself and others.

## The National Curriculum and legal obligations

Maintained primary schools in England and Wales have a legal responsibility to provide a RSE programme and to fulfil statutory requirements in the Early Years Foundation Stage (EYFS) and National Curriculum. (See Appendix 1). They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents and carers.

Parents and carers have the right to withdraw their children from RSE lessons which fall outside those aspects covered in the National Curriculum Science Programmes of Study.

If parents or carers do not wish their children to participate in part or all, of the programme, they do not have to give a reason for this, but it is advisable to ensure there is no misunderstanding about the content of the programme.

# Implementation

## Teaching and Learning

We have a clear curriculum policy that outlines our evidence-based teaching and learning approaches that apply across all our curriculum areas. This policy outlines the specific changes for this subject area.

We aim to use a mixture of the following teaching and learning strategies in this subject area:

- Children are given the opportunity to develop their own ideas to solve given problems;
- Children given the opportunity for both individual and collaborative tasks; and
- Children are provided with a wide range of materials and resources including use of computing technologies.

## Planning

PSHE at Milverton is planned and delivered by teachers and is reactive to pupils' evolving skills and needs. We also deliver Protective Behaviours education which includes concepts and themes also delivered through the My Feelings, Friends and Family RSE program. The table below details our broad and balanced PSHE curriculum, including key concepts and connectors.

<b>Wider World</b>	<b>Health and Wellbeing</b>	<b>Relationships and Sex Education</b>
Groups and communities Super Learning Skills British Values Enterprise Projects Roar Skills Road Safety Projects	Protective Behaviours E-Safety mindfulness exercise healthy eating drugs alcohol and tobacco basic first aid	anti-bullying stereotypes differences changes Families and people who care for me Caring relationships Respectful relationships Being safe

In addition to discrete learning in classes, PSHE at Milverton is a daily journey from September to July. Throughout the course of a year at Milverton, pupils are given a magnitude of opportunities to practise the skills they have been taught in PSHE lessons. Since pupils are at the heart of all we do, our School Council is an extremely valuable part of us.

## Living in the Wider World

### Transition Tasks

When moving to a new year group and class, children have three afternoons together during the summer term. During these afternoons, they meet their new classmates; are given a clear understanding of how their new classroom will work, along with expectations of the year group; and strategies they can use to help them succeed or find support when they need it.

## **Topic introduction**

Each new topic is introduced alongside discussions around the importance of our best efforts and which skills we will need to use (including our Super Learning Skills.)

## **Super Learning Skills Introductions**

At the beginning of a new half term, children participate in lessons developing their understanding of our Super Learning Skills, which are strategies we use in school to help pupils become more successful in their approach to learning.

## **British Values Project**

British Values are taught discretely in lessons and through some project work; these help to develop children's understanding of how the British Values (democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith) apply to our lives.

## **Enterprise Projects**

Each phase (EYFS, KS1, Lower and Upper KS2) completes a young enterprise project every year. These projects are built into the long-term curriculum plans and are delivered as part of a two year cycle in line with the topics covered. These projects inspire children to plan an economic project where they need to consider costing, production, delivery and service with the intention of creating a profit to purchase a specific item or experience for the group or to raise funds for a worthy cause.

## **ROAR Skills (Responsible, Organised, And Ready to Learn)**

We work develop children's executive functioning skills to best prepare them for the next phase of their lives. We ensure children have the skills required to maintain a happy community. We work hard to ensure children are able to reduce their own stress levels and develop positive mental health through effective organisation. We support children to be their most efficient and effective in their learning at school. ROAR skills are developed in school and encouraged at home from pupils' arrival in EYFS on a clear progressive path to when the move on from Milverton in Year 6.

## **Road Safety Projects**

We deliver a number of different road safety elements to our children. Younger children learn balance bike skills and simple safe road crossing skills. We give consistent messages around being safe and being seen, particularly during the winter months. We also allow children the opportunity to pass through the bike right level 1 and level 2 programs for safe cycling on the roads.

# **Health and well being**

## **Protective Behaviours**

Protective Behaviours is a framework for personal safety consisting of 2 Themes and 7 Strategies. It is a dynamic, confidence building, empowering approach that links safety with having adventures and taking risks. It starts with a positive statement about feeling safe: We all have the right to feel safe all of the time. Children are also taught and continually reminded that we can talk with someone about anything, even if it feels awful or small. Protective Behaviours encourages the development of a clear 'support network' which we can call upon having identified that we are feeling unsafe.

## **Life Skills (Staying Safe)**

Year group specific talks or projects, often delivered by outside agencies, to develop safe life skills.

## **Mindfulness**

Children are taught short activities to help develop mindfulness and the importance of taking moments of pause to maintain their healthy self-inside and out.

## Healthy Inside and Out

Children are taught about healthy living for their bodies through PSHE and science lessons and about healthy minds, through the different approaches adopted by the school, including: Milver-Mindsets; the Feelings Thermometer: Positive Relationships and Friendships; Resilience and Emotional Literacy and 'How Big is my Problem?' Children engage in an exciting and enriching PE curriculum to help them find positive physical activities they can continue for life to develop a healthy body and mind.

## Self-Management Project – ROAR (Responsible, Organised And Ready to Learn)

This project consists of a set of skills, taught across the school, with age appropriate activities to highlight the importance executive functioning and self-management. School adults will help children to develop these skills through ongoing activities and by sharing resources and information with parents to encourage their development at home.

## E-Safety

E-safety is taught through practical activities and tasks completed during children's computing curriculum. Taught throughout the year, regular discussions take place when technology and the internet is being used. Topics covered include developing social skills, how we respect others, practical steps to stay safe and how we develop resilience.

## Relationships

### (Cool to be kind week) Anti-Bullying week / Taking Care Project

Each consists of a week of tasks based around staying safe; helping others to be safe; an understanding of why bullying behaviour is not acceptable and working together to ensure bullying doesn't happen.

### Protective Behaviours / Taking Care

As above in 'Wider World'.

### Revisits to the Taking Care ethos

A half termly revisit to the ethos and concepts introduced in the Taking Care Project

### Relationships & Sex Education – 'My Feelings, Friends and Family' Project

RSE is concerned with the emotional, social and cultural development of pupils, and involves learning about how people and bodies change over time, relationships with their friends and family, 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.

### Drugs Alcohol and Tobacco

Children are taught facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### Basic First Aid

Children are taught how to effectively handle situations where basic first aid might be required.

## Assemblies as a teaching resource

We look to deepen and extend the teaching of whole school positive messages from PSHE in our whole school, phase and class assemblies.

Over the school year we will focus on: British Values, The Fruits of Milverton (School Values), The Golden Rules, The Super Learning Skills, religious celebrations and staying healthy inside and out.

We teach mindfulness through our class assemblies and repeat this information in our whole school assemblies. Additionally, we teach whole school singing assembly as a positive healthy mind and healthy body strategy.

## How it will be taught

At Milverton Primary School we have Long Term Plans which progress throughout the school from the Foundation Stage, Key Stage 1 and Key Stage 2. We aim to provide a supportive framework to develop key elements over the primary phase. During the Summer term our PSHE scheme covers 'Relationships' and 'Changes' within each phase, and it is within this context that our RSE programme is delivered. The resources we use to deliver this programme are shown in Appendix 2.

The lessons within these schemes are based on a review of RSE within Milverton in partnership with Parents and Carers, Governors and teaching staff. Children and staff review the RSE programme each year after delivery.

## Inclusion

'Mainstream schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education. RSE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.'

DfES SRE Guidance July 2000

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to their particular needs.

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE is balanced and takes account of, and is sensitive to, different viewpoints.

## Involvement of parents and carers

Governors were invited to discuss the new RSE material upon selection of the scheme "My Feelings, Friends and Family", to see how the new scheme would be taught at Milverton. Parents and carers across each phase were given an informative booklet online via WEDUC, so that they could understand the purpose and content of RSE.

Each year, all parents and carers will be informed of the times when the RSE lessons will take place. They will receive a break down of each lesson and will have the option to provide feedback or ask questions to their class teacher.

Parents and carers may choose for their child not to participate in lessons that specifically link to how a baby is made in KS2 and will be asked to contact the Headteacher specifically to give a reason for this so that the school can best understand, help and support parents and children involved in exemption.

## Dealing with difficult and sensitive issues

Prior to starting any work on RSE staff will make quite clear the parameters of acceptable behaviour. Teachers foster an atmosphere of trust and confidentiality, although absolute confidentiality cannot be promised. Work may give rise to disclosures, which will need sensitive handling, with the teacher adhering to the school's laid-down child protection procedures. While the discussion should be reasonably free - ranging and responsive to the needs and interests of the children, the extent to which it is allowed to be so should be determined by what the individual teacher feels most comfortable handling. By following a scheme, this gives staff a support network to help ensure that they are pitching responses at an appropriate level with consistent language.

## Body Image

As a school we should aim to alleviate unrealistic expectations placed on body image created in the media, which are often unachievable and unhealthy. We aim to show through our school ethos, teaching materials and styles, celebration of diversity and through our discussions with children a sense of inclusivity that champions individual difference rather than a perfect single image.

## Child Protection

The school will take procedural steps in line with its child protection policy should any staff member become aware of any child protection issue.

## Confidentiality

Teaching staff within this school are employed as professionals. They are trusted to use their professional judgment and deal with situations appropriately. Accordingly, as a general rule, the teacher or member of staff concerned will maintain a child's confidentiality. If, however, the person concerned believes that a child is at risk or in danger he / she will talk with the head teacher before any decision is made. The child concerned will be informed the confidentiality is being breached and the reason why. The teacher or member of staff concerned will support the child throughout the process.

The school upholds the right of any health professional to work within their professional code of conduct.

## Sexuality, sexual orientation and cultural diversity

We ensure the needs of all pupils are met in our program. Young people, whatever their developing sexuality, or religion/culture, need to feel that RSE is relevant to them and sensitive to their needs.

Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.

There is no legal restriction on teaching about lesbian and gay issues in the classroom. Homophobic language and actions are not accepted at Milverton Primary School and are dealt with in accordance with our behaviour policy.

## Special educational needs

All children have the right to access SRE, modifications and differentiation should be made in accordance of children's needs to access the curriculum.

## Dealing with difficult questions

Teaching staff may not know the answer to questions posed and staff may want to research the answer with a child or pass on this request to parents. If the question is too explicit for discussion within the class group, the question should be answered later on an individual basis and shared with parents, if the content causes concern to the staff member, this information should be passed to the head teacher and discussed with parents.

## The rights of the parents to withdraw

Parents have a legal right to withdraw their child from any aspect of the RSE policy that does not fall within the national curriculum.

The national curriculum for science covers anatomy, puberty and biological aspects of sexual reproduction, these aspects to RSE are mandatory and children may not be withdrawn from this.

## Impact

### Early Years Foundation Stage

The Early Years Foundation Stage will provide children with an opportunity to explore and experiment with a wide variety of resources and tools in this area. The EYFS follow the national expectations laid out in the EYFS documentation, culminating in the end of Foundation Stage expectations. Physical Development and Movement for Foundation and Early Years is about experiencing and developing a range of fundamental movement skills that improve co-ordination, locomotion, control, balance and manipulation. Physical development also helps children gain confidence and self-esteem, enabling them to feel the benefits of being healthy and active.

## Assessment

We do not assess children in PSHE.

## Health and Safety

Teaching and support staff will supervise all safe use of tools and materials. General teaching requirement for health and safety applies in this subject area.

## The role of the Subject Leader

The subject leader will review long term planning and knowledge maps to ensure appropriate coverage. They will support teachers with the long planning process, to ensure high quality resourcing, teaching and learning in their subject area and ensuring that PE keeps a high profile by supporting colleagues and sharing expertise, arranging opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice. The SL ensures that planning matches progression and may conduct a 'learning blink'. The SL is responsible for the resources but individual staff are responsible for returning borrowed resources. The SL will organise INSET and feedback appropriate information from meetings and training. The SL monitors and reviews the success of the long-term plan. They will review whole school performance in their subject area, providing an end of year review, including areas for development, for submission to the school development plan. They will review children's work in this area and maintain an up-to-date SL file.

## Curriculum

As a school we are continuously developing our approaches to creative, experiential teaching and learning to ensure that we deliver a curriculum that is memorable for all children. See curriculum policy.

Our curriculum is designed to enable our children to:

- listen, read and understand for a variety of purposes;
- convey meaning accurately and appropriately through speech and writing for a variety of purposes
- recognise, understand, explain and use all SPAG expectations as set out in the National Curriculum
- think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data
- develop an enquiring mind and scientific approach to problems
- solve problems using technological skills
- use computing skills as tools for information gathering, communicating, programming, problem solving and presentation in real life situations
- express themselves through various art forms including art, music, drama and dance
- research geographical, historical and social aspects of the local environment and the national heritage
- be aware of other times and places, recognising links among family, local, national and international events
- have some knowledge of the beliefs of the major world religions
- begin to acquire a set of moral values: friendship, sharing, respect, helpfulness, honesty, kindness, creativity, individuality, community and confidence; on which to base their own behaviour

- develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- develop agility, physical co-ordination and confidence in and through movement; and
- know how to apply the basic principles of health, hygiene and safety
- The curriculum will be underpinned by the children's acquisition of six 'Super Learning Skills' (enquiry, collaboration, self-awareness, problem solving, creative thinking and motivation). These will maximise future independent learning potential by allowing the children to become the best learners they can be.
- The curriculum will be underpinned by the children's acquisition of ROAR (Responsible, Organised and Ready to Learn) Skills. These will help to maximise future independent learning potential by allowing the children to become the best learners they can be.

## Monitoring and evaluation

- Records will be kept of numbers of children withdrawn from RSE lessons. These records will be reviewed by the Headteacher.
- The policy will be reviewed annually by Matt Fisher, PSHE leads and approval by the PSHE governing body.

# Appendix 1

## STATUTORY REQUIREMENTS

### Early Years Foundation Stage (EYFS)

The overarching aim of the EYFS is to help young children achieve the five 'Every Child Matters' outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic well-being.

### Early Learning Goals linked to RSE:

#### Personal, Social and Emotional Development

**Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

#### Understanding the World

**The world:** children know about similarities and differences in relation to places, objects, materials and living things.

They talk about the features of their own immediate environment and how environments might vary from one another.

They make observations of animals and plants and explain why some things occur, and talk about changes.

#### Physical Development

**Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

# STATUTORY REQUIREMENTS for Key Stage 1 and 2

## Extracts from Science in the National Curriculum

### Animals, including Humans.

#### Key Stage 1 Programmes of Study

1. identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
2. Explore and compare the differences between things that are living, dead, and things that have never been alive.
3. Notice that humans can reproduce offspring and that these offspring grow into adults.
4. To find out about and describe the basic needs of animals, including humans, for survival (water, food, air)
5. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

#### Key Stage 2 Programmes of Study

1. Identify that humans and some other animals have skeletons and muscles for support protection and movement.
2. Describe the changes as humans develop and age.
3. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

#### PSHE & Citizenship Key Stage 2

Knowledge, skills and understanding – non-statutory guidelines

Developing a healthy, safer lifestyle

c. about how the body changes as they approach puberty

## Appendix 2

### Resources used to deliver Relationships and Sex Education Programme

Primary National Strategy 'Excellence and Enjoyment: Social and Emotional Aspects of Learning'

- Relationships
- Changes

(Specific guidance for EYFS, Years 1 and 2, Years 3 and 4, Years 5 and 6)

#### EYFS Resources

All kinds of families by Mary Anne Hoberman,

The Family book by Todd Parr,

Life cycles posters x 4 (chicken, plant, butterfly and frog),

Life Cycles jigsaws (duck, frog, butterfly and tree),

Chick life cycle eggs – exploration set of 21 day life cycle,

Body jigsaw (girl),

The chick company – hatching and caring for real chicks.

#### KS1- Year 1 and 2- overview of lessons taught

Lesson 1: Families and People who care

Lesson 2: Respectful relationships

Lesson 3: Being Safe

Lesson 4: Being Safe

Lesson 5- Mental Wellbeing

Lesson 6 – Relationships Education- this includes how a baby is made and parents will be notified about the content and language used, including the right to opt out.

#### KS2- Year 3- 4

Lesson 1: Friendships

Lesson 2: Stereotypes

Lesson 3: Body Parts

Lesson 4: Puberty

Lesson 5: How Babies are Made

Lesson 6: How Babies are Made continued- parents could opt out of lesson 5 and 6.

## **KS2- Year 5- 6**

Lesson 1: Family tree- what different families look like.

Lesson 2: Breaking stereotypes

Lesson 3: Different kinds of love

Lesson 4: Puberty including menstrual cycle

Lesson 5: Body parts and consent

Lesson 6: What is sex and how a baby is made- parents may opt out of this lesson.

## Appendix 3

<b>Wider world</b>	<b>Relationships</b>	<b>Health and well being</b>
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### EYFS

Autumn Term	Spring Term	Summer Term
Topic / SLS Introduction Ourselves Topic	Topic / SLS Introduction	Topic / SLS Introduction Transition Tasks
Cool to be Kind / Taking Care RSE project Ourselves Topic	Revisit Taking Care	RSE project
Self Management project	Balance-ability	Balance-ability

### Key Stage 1

Autumn Term	Spring Term	Summer Term
Topic / SLS Introduction	Topic / SLS Introduction British Values Project Enterprise Project	Topic / SLS Introduction Transition Tasks
Cool to be Kind / Taking Care	Revisit Taking Care	Revisit Taking Care RSE project
Year 1 Fires Safety Self Management project	Emotional literacy Lessons Road Safety	Road Safety

### Lower Key Stage 2

Autumn Term	Spring Term	Summer Term
Topic / SLS Introduction	Topic / SLS Introduction British Values Project Enterprise Project	Topic / SLS Introduction Transition Tasks
Cool to be Kind / Taking Care	Revisit Taking Care	Revisit Taking Care RSE project
Cool to be kind linked lessons Self Management project	Mindfulness	Positive relationships

### Upper Key Stage 2

Autumn Term	Spring Term	Summer Term
Topic / SLS Introduction	Topic / SLS Introduction British Values Project Enterprise Project	Topic / SLS Introduction Transition Tasks
Cool to be Kind / Taking Care	Revisit Taking Care	Revisit Taking Care RSE project Police Project
Y5 Fire safety Cool to be kind linked lessons Self Management project	Resilience Road Safety	Bike-ability