



PSHE, RSE & Equality Policy

2024-2025

We are a small, welcoming and inclusive school at the heart of our community. We pride ourselves on our calm, friendly atmosphere which allows all children to flourish and achieve their potential. We take the time to get to know your child really well, their strengths, their interests and what makes them tick. We make sure that learning is exciting, challenging and fun and we design our curriculum so that children's social and emotional skills grow alongside their knowledge and understanding of National Curriculum subjects.



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At Hollybush, we aim to provide a broad and balanced curriculum that meets the needs of all children and promotes their spiritual, moral, social and cultural development. We are committed to equality; reflecting, and valuing diversity in all that we do. Through our PSHE, RSE & Equality Curriculum, we aim to ensure that every pupil in our school community feels welcome, respects difference, develops their sense of self and knows how to engage in safe relationships.

1. Policy aims

The aims of this policy are to explain:

- 1 – How we teach PSHE (Personal, Social, Health & Economics Education)
- 2 – How we teach RSE (Relationships & Sex Education)
- 3 – How we teach the Equality Act (2010)

This policy will:

- Set out our coverage in PSHE, RSE and No Outsiders
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Create an ethos where differences are respected and prejudice is not tolerated
- Support the ethos of the school, ensuring that children are **safe, ready and respectful**

2. Legislation & Guidance

As defined by the Equality Act (2010), as a public authority, we must have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. 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 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010



The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

3. Policy Development

This policy has been developed in consultation with staff, pupils and parents and governors.

4. Definition

PSHE stands for personal, social, health and economic. That's why we tend to say 'PSHE education' a lot instead of always abbreviating it to 'PSHE'. The 'E' in PSHE covers economic wellbeing and careers – vital parts of the subject that must not be ignored.

Most of PSHE education became statutory in September 2020 under the Children and Social Work Act.

The Act introduced compulsory Relationships Education in all primary schools and compulsory Relationships and Sex Education in all secondary schools. Health Education (both mental and physical) became statutory from key stages 1 to 4. This brought all schools more in line with independent schools who were already required to teach all of PSHE education.

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

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

5. Curriculum

PSHE

The programmes of study are mapped from EYFS to Year 6 as per Appendix 1, but may be adapted as and when necessary.

We follow the curriculum set out by Kapow Primary in PSHE. This is based on the PSHE associations' programme of study. Most of PSHE education is now statutory, and primary schools must provide Relationships education. This is aimed at equipping students with knowledge and skills for a healthy life in modern Britain. It also helps them meet academic goals and become responsible members of society.

Children also explore 'big questions' through Thoughtful Thursday sessions, helping them to develop their own beliefs and attitudes.

RSE

Our RSE curriculum is set out as per Appendix 2, but may be adapted as and when necessary.

We follow the curriculum set out by Kapow Primary in RSE. The curriculum takes into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the



scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Equality & Diversity

The programme of study in No Outsiders is set out as per Appendix 3, but may be adapted as and when necessary.

We aim to ensure that all of our pupils know that everyone is different and everyone is welcome. To do this, we teach the No Outsiders curriculum. This prepares our students for life in modern Britain by teaching them about difference and tolerance through high quality picture books.

6. Delivery of RSE

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

Pupils also receive stand-alone sex education sessions delivered by their class teacher. Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Children's questions will always be answered honestly in an age appropriate way, including those questions relating to reproduction, menstruation, masturbation, sexuality and all other aspects of sex, sexual health, sexual orientation and gender identity. When we talk to children about sex and relationships, we will use anatomically and scientifically accurate vocabulary.

6.1 Inclusivity

We will teach about these topics in a manner that:



- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel: Safe and supported and able to engage with the key messages

We will also make sure that pupils learn about these topics in an environment that is appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

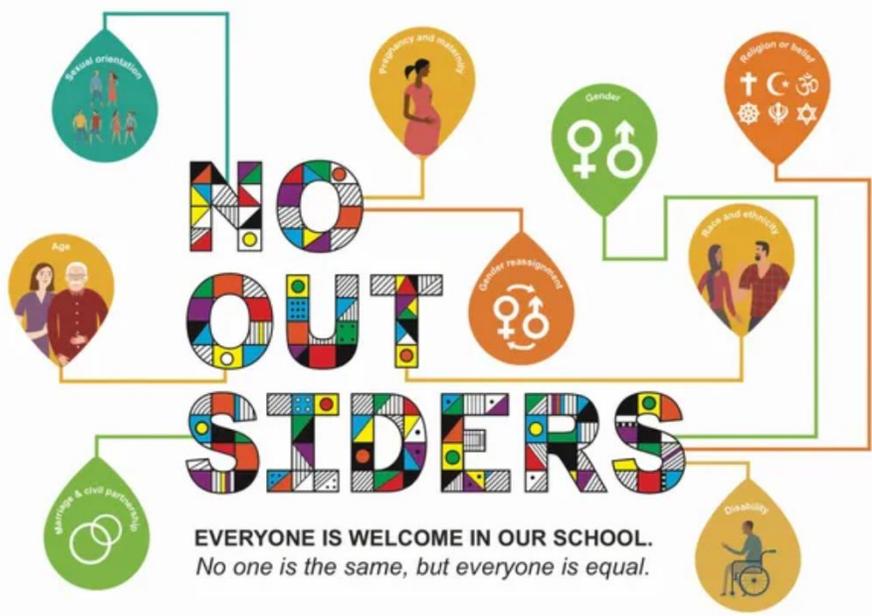
6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

8. No Outsiders

At Hollybush Primary School, we believe in the importance of equality and everybody having the same opportunities. This is modelled by our staff and taught through lessons and other experiences both discretely and explicitly. To support our teaching, we follow a scheme called No Outsiders. This scheme was created by Andrew Moffat MBE, who was nominated for the Global Teacher Prize in 2018-19.





No Outsiders has three core values:

- Respect for diversity through education in schools;
- Commitment to community cohesion through understanding and acceptance of difference;
- Promotion of dialogue to counter fear and hate in society.

No Outsiders is a scheme that was introduced to Governors and parents at our school in 2025 and it involves the use of age appropriate story books, to teach about seven of the protected characteristics of the Equality Act 2010. These include:

- disability
- age
- gender reassignment
- race
- religion or belief
- gender
- sexual orientation

It is important we create a school culture in which children, staff and the whole school community work together to foster an environment of inclusivity through effective spiritual, moral, social and cultural (SMSC) and character education.

We believe that it is vital that our pupils can discuss inappropriate and discriminative language and understand how to address boundaries in order to prepare them for a future in modern Britain.

We strive to ensure that our pupils are surrounded by a consistent message:

- There are no outsiders here
- Everyone is different
- We like being different
- We are all equal in our difference
- I can get along with you even if we are different
- We live in the U.K., our British values support this and the law says this too

We will work alongside our families, parents and carers to deliver this message of inclusivity. You are very welcome to set up a meeting to see your child's class teacher to discuss this approach and to view the picture books we use for this.

At Hollybush Primary School, there are no outsiders - Everyone is welcome!

8. Use of external organisations and materials

We will make sure that any agency and/or any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.



We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use are age-appropriate, are in line with pupils' developmental stage and comply with: This policy, The Teachers' Standards, The Equality Act 2010, The Human Rights Act 1998 and The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

Check the agency's protocol for taking pictures or using any personal data they might get from a session. Remind teachers that they can say "no" or, in extreme cases, stop a session. Make sure that the teacher is in the room during any sessions with external speakers. We won't, under any circumstances:

Work with external agencies that take or promote extreme political positions
Use materials produced by such agencies, even if the material itself is not extreme

9. Roles and responsibilities

9.1 The governing board

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

9.2 The head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE.

9.3 Staff

Staff are responsible for:

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



- Responding appropriately to pupils whose parents wish them to be withdrawn from the non science components of RSE

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 headteacher.

Class teachers and teaching members of the Senior Leadership Team will be responsible for teaching RSE. Teaching Assistants may teach RSE, at the discretion of the Headteacher, when appropriately trained to do so and working under the direct supervision of the Class Teacher.

9.4 Pupils

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

10. Training

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

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

11. Monitoring Arrangements

The delivery of RSE is monitored by Grace Borgeat (PSHE lead) through:

- Lesson observations
- Pupil discussions and use of pupil voice
- Work scrutiny (if appropriate)
- Planning checks

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

This policy will be reviewed by the headteacher annually. At every review, the policy will be approved by Full Governing Body

12. Parents Right to withdraw

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

Parents have the right to withdraw their children from the non science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher.

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

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Appendix 1: PSHE Curriculum Map





Progression of skills and knowledge

Families and relationships

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Family	Learning how to talk about our families and discussing why we love them. Talking about people that hold a special place in my life.	To name and describe the different members of our families. To understand that all families are valuable and special.	Exploring how families are different to each other.	To understand that families look after us. To know some words to describe how people are related (eg. aunty, cousin). To know that some information about me and my family is personal.	Understanding ways to show respect for different families. Understanding that families offer love, care and support.	To know that families can be made up of different people. To know that families may be different to my family.
Friendships	Developing strategies to help when sharing with others. Exploring what makes a good friend.	To know that we share toys so that everyone feels involved and no one feels left out or upset.	Exploring how friendship problems can be overcome. Exploring friendly behaviours.	To understand some characteristics of a positive friendship. To understand that friendships can have problems but that these can be overcome.	Understanding difficulties in friendships and discussing action that can be taken.	To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing.
Respectful relationships	Thinking about what it means to be a valued person. Exploring the differences between us that make each person unique. Considering the perspectives and feelings of others. Learning to work as a member of a team. Developing listening skills.	To understand that different people like different things. To understand that all people are valuable. To know that it is important to help, listen and support others when working as a team. To know that it is important to tell the truth.	Recognising how other people show their feelings. Identifying ways we can care for others when they are sad. Exploring the ability to successfully work with different people.	To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.	Learning how other people show their feelings and how to respond to them. Exploring the conventions of manners in different situations.	To understand some ways people show their feelings. To understand what good manners are. To understand some stereotypes related to jobs.
Change and loss	N/A	N/A	N/A	N/A	Exploring how loss and change can affect us.	To know that there are ways we can remember people or events.

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Standard progression of knowledge and skills

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Progression of skills and knowledge

Families and relationships

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Family	Learning that problems can occur in families and that there is help available if needed.	To know that I can talk to trusted adults or services such as Childline if I experience family problems.	Using respectful language to discuss different families.	To know that families are varied in the UK and across the world.
Friendships	Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.	To know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event. To know that violence is never the right way to solve a friendship problem	Exploring physical and emotional boundaries in friendships.	To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body.
Respectful relationships	Identifying who I can trust. Learning about the effects of non verbal communication. Exploring the negative impact of stereotyping.	To know that trust is being able to rely on someone and it is an important part of relationships. To know the signs of a good listener. To understand how to listen carefully and why listening is important. To understand that there are similarities and differences between people. To understand some stereotypes related to age.	Exploring how my actions and behaviour can affect other people.	To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability.
Change and loss	N/A	N/A	Discussing how to help someone who has experienced a bereavement.	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.

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Progression of skills and knowledge

Families and relationships

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
Family	Identifying ways families might make children feel unhappy or unsafe.	To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111.	N/A	N/A
Friendships	Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship.	To know what attributes and skills make a good friend. To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying.	Identifying ways to resolve conflict through negotiation and compromise.	To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.
Respectful relationships	Exploring and questioning the assumptions we make about people based on how they look. Exploring our positive attributes and being proud of these (self-respect).	To understand that positive attributes are the good qualities that someone has. To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.	Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes.	To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes can lead to bullying and discrimination.
Change and loss	N/A	N/A	Exploring the process of grief and understanding that it is different for different people.	To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies.

Progression of skills and knowledge

Health and wellbeing

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Health and prevention	Discussing ways that we can take care of ourselves.	To know that having a naturally colourful diet is one way to try and eat healthily.	Learning how to wash my hands properly. Learning how to deal with an allergic reaction.	To understand we can limit the spread of germs by having good hand hygiene. To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. To know that certain foods and other things can cause allergic reactions in some people.	Exploring the effect that food and drink can have on my teeth.	To know that food and drinks with lots of sugar are bad for our teeth.
Physical health and wellbeing	Exploring how exercise affects different parts of the body.	To know that exercise means moving our body and is important. To know that yoga can help our bodies and minds relax.	Exploring positive sleep habits. Exploring two different methods of relaxation: progressive muscle relaxation and laughter. Exploring health-related jobs and people who help look after our health.	To know that sleep helps my body to repair itself, to grow and restores my energy.	Exploring some of the benefits of exercise on body and mind. Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal. Learning breathing exercises to aid relaxation.	To explain the importance of exercise to stay healthy. To understand the balance of foods we need to keep healthy. To know that breathing techniques can be a useful strategy to relax.
Mental wellbeing	Identifying how characters within a story may be feeling. Identifying and expressing my own feelings. Exploring coping strategies to help regulate emotions. Exploring different facial expressions and identifying the different feelings they can represent. Exploring ways to moderate behaviour, socially and emotionally. Coping with challenge when problem solving.	To name some different feelings and emotions. To know that I am a valuable individual. To know that facial expressions can give us clues as to how a person is feeling. To know that I can learn from my mistakes. To know some strategies to calm down.	Identifying personal strengths and qualities. Identifying different ways to manage feelings.	To know that strengths are things we are good at. To know that qualities describe what we are like. To know the words to describe some positive and negative emotions.	Exploring strategies to manage different emotions. Developing empathy. Identifying personal goals and how to work towards them. Exploring the need for perseverance and developing a growth mindset. Developing an understanding of self respect.	To know that we can feel more than one emotion at a time. To know that a growth mindset means being positive about challenges and finding ways to overcome them.



Progression of skills and knowledge

Health and wellbeing

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Health and prevention	Discussing why it is important to look after my teeth.	To understand ways to prevent tooth decay.	Developing independence in looking after my teeth.	To know key facts about dental health.
Physical health and wellbeing	Learning stretches which can be used for relaxation. Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.	To understand the positive impact relaxation can have on the body. To know the different food groups and how much of each of them we should have to have a balanced diet.	Identifying what makes me feel calm and relaxed. Learning visualisation as a tool to aid relaxation.	To know that visualisation means creating an image in our heads.
Mental wellbeing	Exploring my own identity through the groups I belong to. Identifying my strengths and exploring how I use them to help others. Being able to breakdown a problem into smaller parts to overcome it.	To understand the importance of belonging. To understand what being lonely means and that it is not the same as being alone. To understand what a problem or barrier is and that these can be overcome.	Exploring how my skills can be used to undertake certain jobs. Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others in different situations. Learning to take responsibility for my emotions by knowing that I can control some things but not others. Developing a growth mindset.	To know that different job roles need different skills and so some roles may suit me more than others. To know that it is normal to experience a range of emotions. To know that mental health refers to our emotional wellbeing, rather than physical. To understand that mistakes can help us to learn. To know who can help if we are worried about our own or other people's mental health.

Progression of skills and knowledge

Health and wellbeing

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
Health and prevention	Developing independence for protecting myself in the sun.	To understand the risks of sun exposure.	Considering ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health.	To understand that vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness.
Physical health and wellbeing	Understanding the relationship between stress and relaxation. Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep.	To know that relaxation stretches can help us to relax and de-stress. To know that calories are the unit that we use to measure the amount of energy certain foods give us. To know that what we do before bed can affect our sleep quality.	Identifying a range of relaxation strategies and situations in which they would be useful. Exploring ways to maintain good habits. Setting achievable goals for a healthy lifestyle.	To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.
Mental wellbeing	Taking responsibility for my own feelings.	To understand what can cause stress. To understand that failure is an important part of success.	Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations.	To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). To know the effects technology can have on mental health.

Progression of skills and knowledge

Safety and the changing body

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	<p>Considering why it is important to follow rules.</p> <p>Exploring what it means to be a safe pedestrian.</p>	<p>To know that some rules are in place to keep us safe.</p> <p>To know how to behave safely on the pavement and when crossing roads with an adult.</p>	<p>Practising what to do if I get lost.</p> <p>Identifying hazards that may be found at home.</p> <p>Understanding people's roles within the local community that help keep us safe.</p>	<p>To know that some types of physical contact are never appropriate.</p> <p>To know what to do if I get lost.</p> <p>To know that a hazard is something which could cause an accident or injury.</p>	<p>Discussing the concept of privacy.</p> <p>Exploring ways to stay safe online.</p> <p>Learning how to behave safely near the road and when crossing the road.</p>	<p>To know the PANTS rule.</p> <p>To know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>To understand the difference between secrets and surprises.</p> <p>To know the rules for crossing the road safely.</p>
Drugs, alcohol and tobacco	N/A	N/A	<p>Learning what is and is not safe to put in or on our bodies.</p>	<p>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p>	<p>Exploring what people can do to feel better when they are ill.</p> <p>Learning how to be safe around medicines.</p>	<p>To know that medicine can help us when we are ill.</p> <p>To understand that we should only take medicines when a trusted adult says we can.</p>
The changing adolescent body	N/A	N/A	N/A	N/A	N/A	<p>To know the names of parts of my body including private parts.</p>
Basic first aid	N/A	N/A	<p>Practising making an emergency phone call.</p>	<p>To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</p> <p>To know that the emergency services are the police, fire service and the ambulance service.</p>	N/A	N/A

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Progression of skills and knowledge

Safety and the changing body

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	<p>Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Developing skills as a responsible digital citizen.</p> <p>Identifying things people might do near roads which are unsafe.</p> <p>Beginning to recognise unsafe digital content.</p>	<p>To understand that cyberbullying is bullying which takes place online.</p> <p>To know the signs that an email might be fake.</p> <p>To know the rules for being safe near roads.</p>	<p>Discussing how to seek help if I need to.</p> <p>Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Learning about the benefits and risks of sharing information online.</p>	<p>To understand that there are risks to sharing things online.</p> <p>To know the difference between private and public.</p>
Drugs, alcohol and tobacco	<p>Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Exploring choices and decisions that I can make.</p>	<p>To understand that other people can influence our choices.</p>	<p>Discussing the benefits of being a non-smoker.</p>	<p>To understand the risks associated with smoking tobacco.</p>
The changing adolescent body	N/A	N/A	<p>Discussing some physical and emotional changes during puberty.</p>	<p>To understand the physical changes to both male and female bodies as people grow from children to adults.</p>
Basic first aid	<p>Learning what to do in a medical emergency, including calling the emergency services.</p>	<p>To know that bites or stings can sometimes cause an allergic reaction.</p> <p>To know that it is important to maintain the safety of myself and others, before giving first aid.</p>	<p>Learning how to help someone who is having an asthma attack.</p>	<p>To know that asthma is a condition which causes the airways to narrow.</p>



<i>Progression of skills and knowledge</i>		Safety and the changing body		
Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	Developing an understanding of how to ensure relationships online are safe.	To know the steps to take before sending a message online (using the THINK mnemonic). To know some of the possible risks online.	Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems.	To understand that online relationships should be treated in the same way as face to face relationships. To know where to get help with online problems.
Drugs, alcohol and tobacco	Learning to make 'for' and 'against' arguments to help with decision making.	To know some strategies I can use to overcome pressure from others and make my own decisions.	Discussing the reasons why adults may or may not drink alcohol.	To understand the risks associated with drinking alcohol.
The changing adolescent body	Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty.	To understand the process of the menstrual cycle. To know the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different ages for different people.	Discussing problems which might be encountered during puberty and using knowledge to help.	To understand how a baby is conceived and develops.
Basic first aid	Learning about how to help someone who is bleeding.	To know how to assess a casualty's condition.	Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.	To know how to conduct a primary survey (using DRABC).

<i>Progression of skills and knowledge</i>		Citizenship			
EYFS (Reception)		Year 1		Year 2	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Beginning to understand why rules are important in school.	To know that we have rules to keep everything fair, safe and enjoyable for everyone. To understand that we all have similarities and differences and that make us special. To know that we all have different beliefs and celebrate special times in different ways.	Recognising why rules are necessary and the consequences of not following rules. Discussing how to meet the needs of different pets. Exploring the differences between people. Recognising the groups that we belong to.	To know the rules in school. To know that different pets have different needs. To understand the needs of younger children and that these change over time. To know that voting is a fair way to make a decision. To understand that people are all different and that this is a good thing.	Explaining why rules are in place in different settings. Identifying positives and negatives about the school environment. Learning how to discuss issues of concern to me. Recognising the importance of looking after the school environment. Identifying ways to help look after the school environment. Recognising the contribution people make to the local community.	To know some of the different places where rules apply. To know that some rules are made to be followed by everyone and are known as 'laws'. To know some of the jobs people do to look after the environment in school and the local community. To understand how democracy works in school through the school council. To understand that different groups of people make different contributions to the community.



Progression of skills and knowledge

Citizenship

Year 3		Year 4	
Skills	Knowledge	Skills	Knowledge
<p>Exploring how children's rights help them and other children.</p> <p>Considering the responsibilities that adults and children have to maintain children's rights.</p> <p>Discussing ways we can make a difference to recycling rates at home/school.</p> <p>Identifying local community groups and discussing how these support the community.</p>	<p>To understand the UN Convention on the Rights of the Child.</p> <p>To understand how recycling can have a positive impact on the environment.</p> <p>To know that the local council is responsible for looking after the local area.</p> <p>To know that elections are held where adults can vote for local councillors.</p> <p>To understand some of the consequences of breaking rules.</p> <p>To understand the role of charities in the community.</p>	<p>Discussing how we can help to protect human rights.</p> <p>Identifying ways items can be reused.</p> <p>Explaining why reusing items is of benefit to the environment.</p> <p>Identifying the benefits different groups bring to the local community.</p> <p>Discussing the positives diversity brings to a community.</p>	<p>To know that human rights are specific rights that apply to all people.</p> <p>To know some of the people who protect our human rights such as police, judges and politicians.</p> <p>To know that reusing items is of benefit to the environment.</p> <p>To understand that councillors have to balance looking after local residents and the needs of the council.</p> <p>To know that there are a number of groups which make up the local community.</p>
Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge
<p>Explaining why reducing the use of materials is positive for the environment.</p> <p>Discussing how rights and responsibilities link.</p> <p>Exploring the right to a freedom of expression.</p> <p>Identifying the contribution people make to the community and how this is recognised.</p> <p>Developing an understanding of how parliament and Government work.</p> <p>Identifying ways people can bring about change in society.</p>	<p>To know what happens when someone breaks the law.</p> <p>To understand the waste hierarchy.</p> <p>To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</p> <p>To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p> <p>To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</p>	<p>Learning about environmental issues relating to food.</p> <p>Discussing how education and other human rights protect us.</p> <p>Identifying causes which are important to us.</p> <p>Discussing how people can influence what happens in parliament.</p> <p>Discussing ways to challenge prejudice and discrimination.</p> <p>Identifying appropriate ways to share views and ideas with others.</p>	<p>To know that education is an important human right.</p> <p>To know that our food choices can affect the environment.</p> <p>To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</p> <p>To know that prejudice is making assumptions about someone based on certain information.</p> <p>To know that discrimination is treating someone differently because of certain factors.</p>

Progression of skills and knowledge

Economic wellbeing

Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Exploring how money is used by people.</p> <p>Discussing how to keep money safe.</p> <p>Discussing what to do if we find money.</p> <p>Exploring choices people make about money.</p> <p>Developing an understanding of how banks work.</p> <p>Listening to descriptions of professions.</p> <p>Thinking about questions they would like to ask others about their job.</p> <p>Describing what different people do in their jobs.</p>	<p>To know that people use money to buy things, including things they need and things they want.</p> <p>To know that coins and notes are types of money and have different values.</p> <p>To know that notes are higher in value than coins.</p> <p>To know that it is wrong to steal money.</p> <p>To know that money is valuable and needs to be looked after.</p> <p>To know that money should be stored in a safe place to keep it secure and should not be displayed in public places.</p> <p>To know that they should not show or give money to strangers.</p> <p>To know that they can ask adults they know and trust about money and where to store it safely.</p> <p>To know that banks are places where we can store our money.</p> <p>To know adults have jobs to help others and to earn money.</p> <p>To know that skills are things that we can do well and that everyone has different skills.</p> <p>To know that different jobs need different skills.</p>	<p>Explaining adult money sources.</p> <p>Identifying whether something is a want or need.</p> <p>Comparing and contrasting 'wants' and 'needs'.</p> <p>Identifying the main features of bank account cards.</p> <p>Exploring personal skills and talents.</p> <p>Exploring the reasons why people choose certain jobs.</p> <p>Identifying some ways to make an environment inclusive and fair.</p> <p>Reflecting on the importance of individuality and diversity.</p>	<p>To know that many adults earn money by having a job.</p> <p>To know some basic needs for survival, such as food, water and shelter.</p> <p>To know that a bank account is like a special place in a bank that keeps money safe until it is needed.</p> <p>To know that a bank account card is like a special key that unlocks a bank account to access the money inside.</p> <p>To know that saving money is when we keep some money and don't spend it straight away.</p> <p>To know that it is important for workplaces to include a variety of people to bring different viewpoints and skills.</p>	<p>Considering pros and cons of payment methods.</p> <p>Contemplating budgeting benefits.</p> <p>Planning and calculating within a budget.</p> <p>Discussing attitudes and feelings about money.</p> <p>Developing empathy in financial situations.</p> <p>Handling negative financial emotions.</p> <p>Making ethical spending decisions.</p> <p>Assessing impact of spending choices.</p> <p>Reflecting on future job based on goals.</p> <p>Challenging and understanding workplace stereotypes.</p> <p>Ranking factors influencing job choices.</p>	<p>To know that we can pay for things using cash, a debit card, a credit card, online banking, and digital wallets.</p> <p>To know that spending should be based on necessity, importance, and available budget.</p> <p>To know that budgeting is planning how to spend and save the money that you have available.</p> <p>To know that money can cause us to have positive and negative feelings.</p> <p>To know how we spend money can affect other people and the environment, like buying environmentally friendly products to help protect the planet.</p> <p>To know that different jobs contribute to our society in different ways.</p> <p>To know that stereotypes are oversimplified ideas about what jobs are suitable for people based on gender, race, or other characteristics.</p> <p>To know that it is important to consider what they are good at and enjoy doing when choosing future careers.</p> <p>To know that they can aim for any career they are interested in and passionate about, regardless of stereotypes or other people's expectations.</p>



Progression of skills and knowledge

Economic wellbeing

Year 4		Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Recognising value for money. Understanding differing opinions on spending. Recognising how to track money spent and saved. Understanding reasons for using a bank. Exploring how to safeguard money effectively. Identifying influences on job choices. Understanding careers can change. Challenging workplace stereotypes.	To know that getting value for money involves considering the cost, usefulness and quality of items. To know that purchases can be influenced by needs, wants, peer pressure, and advertising. To know that people often earn interest when they keep savings in a bank account. To know that earning interest is when the bank gives you some extra money as a reward for keeping your money with them. To know that people often change jobs or careers multiple times in their lives. To know that stereotypes can be made on age, gender, culture, ability and interest and hobbies.	Discussing money risks and management. Making and prioritising budgets. Discussing money's role in career choices. Assessing loan and borrowing responsibilities and suitability. Implementing money safeguarding strategies. Navigating emotional implications in financial situations. Seeking guidance for financial dilemmas. Integrating factors to inform career decisions.	To know that being 'in debt' or 'having debt' means that you have spent more money than you have and owe money to others or the bank. To know the difference between money earned (income) and money spent (expenditure). To know that borrowing money, like loans or credit, involves the responsibility to pay it back with interest. To know that when a bank or someone lends you money, they may ask you to pay back more than what you borrowed. The extra amount is the interest, which is like a fee for using someone else's money. To know that they should be cautious about sharing financial information. To know that money can cause a range of emotions, from stress and anxiety when finances are tight, to happiness and excitement when they can afford something they want. To know that their educational choices and personal interests can play a significant role in determining their future career options and opportunities. To know that it is important to challenge work-related stereotypes to create a more inclusive and fair work environment.	Developing emotional intelligence related to financial matters. Applying coping strategies for managing financial emotions. Assessing risks in both physical and digital financial environments. Implementing safeguarding measures for money in real-world scenarios. Adapting to financial changes associated with transitioning to secondary school. Preparing personally for financial and career changes in secondary school. Identifying different forms of gambling and understanding their risks. Applying responsible gambling attitudes in real-world situations. Recognising various workplace environments and their characteristics. Identifying career options in multiple sectors. Evaluating the suitability of different career paths. Aligning career options with personal interests and strengths.	To know that our emotions can be linked to money. To know an online scam is when someone uses the internet to trick or deceive people into giving away their money or personal information. To know that a secure password should have a combination of letters, numbers and special symbols and be kept secret from others. To know that at secondary school they may have to manage different types of expenses like lunches, travel costs, school materials, and social activities. To know that gambling or betting is paying to play a game where you don't know if you will win more money or lose your money. To know that gambling can cause people to lose a lot of money and can be very addictive. To know that a career route is the path you take to have a particular career and the qualifications and experience you have to gain along the way.

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Standard progression of knowledge and skills

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Progression of skills and knowledge

Identity

Year 6 only	
Skills	Knowledge
Discussing the factors that make our 'identity'. Recognising the difference between how we see ourselves and how others see us. Exploring how the media might influence our identity.	To know that identity is the way we see ourselves and also how other people see us.

Progression of skills and knowledge

Transition

Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Recognising our own strengths.	To understand that changes can be both positive and negative.	Identifying people who can help us when we are worried about changes.	To understand that change is part of life.	Learning strategies to deal with change.	To understand that change often brings about more opportunities and responsibilities.
Year 4		Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Recognising our own achievements. Being able to set goals.	To know that setting goals can help us to achieve what we want.	Recognising own skills and how these can be developed.	To understand the skills needed for roles in school.	Exploring a greater range of strategies to deal with feelings associated with change.	To know that a big change can bring opportunities but also worries.

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Standard progression of knowledge and skills

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This page shows recent updates that have been made to this document.

Date	Update
26.07.22	Knowledge statement removed on p.12 to reflect changes to lessons in Identity unit.
31.01.23	Addition of EYFS: Reception statements.
15.01.24	Updated the Economic wellbeing knowledge and skills statements (p. 15-16) to reflect the refreshed units on the website.
04.04.24	Updated colouring to match other subjects (Knowledge- grey, skills-white).



Appendix 2: RSE Parent Guidance: Breakdown By Year Group



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Year 3 RSE	18 - 23
Year 4 RSE	24 - 32
Year 5 RSE	33 - 40
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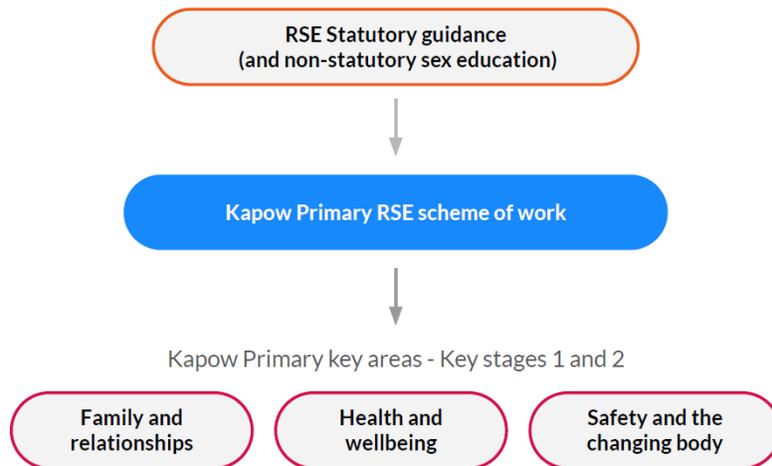
EYFS: PSED

Personal, social and emotional development is one of the three Prime Areas in the Statutory framework for the early years foundation stage. The early learning goals (ELG) below summarise the knowledge, skills and understanding that all young children should have gained by the end of reception year. These are referenced in our Kapow Primary RSE & PSHE lesson plans, along with the relevant non-statutory Development Matters guidance.



3

How Kapow Primary's RSE subject is structured



4



Which RSE statutory requirements are we working towards in Year 1?

Kapow Primary's RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group.

Families and people who care about me:

- Families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

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 friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

5

Respectful relationships:

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The importance of self-respect and how this links to their own happiness.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.

Being safe:

- Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

6



Year 1: How is RSE covered in Kapow Primary's RSE lessons?

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- Exploring how families can be different.
- Characteristics and impact of positive friendships.
- Learning that issues can be overcome.
- People show feelings differently.
- Issues around stereotyping.

Safety and the changing body:

- Learning how to respond to adults in different situations.
- Distinguishing appropriate and inappropriate physical contact.

Health and wellbeing:

- Exploring personal qualities.
- Strategies to manage feelings.



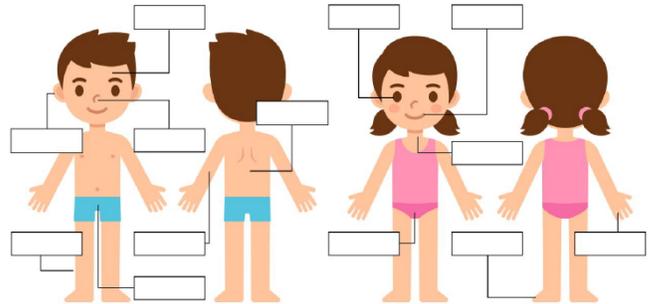
How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children of ages 5-6 are taught:

- Acceptable and unacceptable physical contact.
- The differences between boys' and girls' bodies.
- Scientific names for body parts (mixed-age lessons will also include the teaching of the following body part names: testicles, penis, vulva and vagina).

All lessons are taught using the correct, scientific terminology, child-friendly language and diagrams.



RSE updates specific to Year 1 (sexual harassment)

Kapow Primary's approach to addressing sexual harassment in schools builds on the statutory requirements of the RSE curriculum and the outcomes from the Department for Education's statutory [Keeping Children Safe In Education 2023](#) document.

Kapow Primary's RSE & PSHE curriculum covers boundaries, respectful relationships, permission seeking and giving in relationships and reporting concerns in line with the Relationships and sex education and Health Education guidance.

In Year 1 the appropriate areas are covered in the following lessons:

- To begin to understand that being friendly to others makes them feel welcome and included.
- To begin to understand what is meant by a stereotype.
- To begin to understand the difference between acceptable and unacceptable physical contact.



Top tips - how to help at home

- Listen to your child's joys, concerns and worries without judgement and spend time with them talking about life in and outside of school.
- Model the appropriate language for body parts, reinforcing the terminology taught within school.
- Remind children that appropriate contact should make a person feel cared for and important. Explain that it might also include touch that hurts or is uncomfortable, but these instances should only be to keep the person safe and healthy (e.g. getting an injection, or pulling someone back from a passing car).
- Encourage children to communicate any unwanted touches. For example, respect their wishes if they say they do not want to be kissed, cuddled or tickled, or ask someone to stop. Showing children that their boundaries are respected is an important part of them understanding how to respect others.

10

Which RSE statutory requirements are we working towards in Year 2?

Kapow Primary's RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group.

Families and people who care about me:

- Families are important for children growing up because they can give love, security and stability.
- Others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.
- 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.
- Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

Caring friendships:

- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.

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Respectful relationships:

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.

Online relationships:

- People sometimes behave differently online, including by pretending to be someone they are not.
- The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

Being safe:

- 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.
- Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
- How to report concerns or abuse, and the vocabulary and confidence to do so.
- Where to get advice from e.g. family, school and/or other sources.

Year 2: How is this covered in Kapow Primary's PSHE and RSE lessons?

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- Learning that families are composed of different people who offer each other care and support.
- How other people show their feelings and how to respond.
- Looking at conventions of manners and developing an understanding of self-respect.

Safety and the changing body:

- Introduction to online safety.
- Distinguishing secrets from surprises.
- Naming body parts and looking at the concept of privacy.



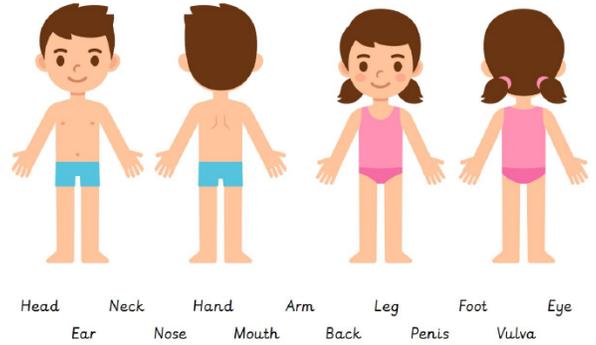
How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 6-7 will:

- Learn about 'boys' and girls' bodies.
- Scientific names for body parts.
- Understand that private parts are private.

All lessons are taught using the correct, scientific terminology, child-friendly language and diagrams.



RSE updates specific to Year 2 (sexual harassment)

Kapow Primary's approach to addressing sexual harassment in schools builds on the statutory requirements of the RSE curriculum and the outcomes from the Department for Education's statutory [Keeping Children Safe In Education 2023](#) document.

Kapow Primary's RSE & PSHE curriculum covers boundaries, respectful relationships, permission seeking and giving in relationships and reporting concerns in line with the Relationships and sex education and Health Education guidance.

In Year 2 the appropriate areas are covered in the following lessons:

- To begin to understand that some friendships might make us feel unhappy and how to deal with this.
- To develop an understanding of stereotypes and how these might affect job/career choices.
- To begin to understand the difference between secrets and surprises.
- To begin to understand the concept of privacy and the correct vocabulary for body parts.
- To understand safe and unsafe touches.



Top tips - How to help at home

- Through your words and tone, welcome your child's curiosity for new activities and interests. Ask gentle questions to see what your child already knows, before adding new information. Don't assume that they know things because they use certain words. If you don't have the answer to your children's questions, it's OK to say that you don't know but will find out.
- Take time to play the online games your children like to play so that you can understand the features. You can find out if there is anything concerning you need to be aware of, such as safety features or parental controls which should be enabled.
- Use appropriate language for body parts at home so it reinforces what is taught at school.
- Remind your child that their body is their own and they don't have to let anyone touch it in a way that is unsafe and/or unwanted. Everyone else also has that right. This is the beginning of giving a child control over their body and teaching them about consent.

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Which RSE statutory requirements are we working towards in Year 3?

Kapow Primary's RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group.

Families and people who care about me:

- Others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.
- 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.
- 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:

- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.

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Respectful relationships:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.

Online relationships:

- The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

Being safe:

- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

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Year 3: How is this covered in Kapow Primary's PSHE and RSE lessons?

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- How to resolve relationship problems.
- Effective listening skills and about non-verbal communication.
- Looking at the impact of bullying and what action can be taken.
- Exploring trust and who to trust and that stereotyping can exist.

Safety and the changing body:

- Be a responsible digital citizen.
- Cyberbullying, identifying unsafe digital content.
- Influences and making independent choices.

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RSE updates specific to Year 3 (sexual harassment)

Kapow Primary's approach to addressing sexual harassment in schools builds on the statutory requirements of the RSE curriculum and the outcomes from the Department for Education's statutory [Keeping Children Safe In Education 2023](#) document.

Kapow Primary's RSE & PSHE curriculum covers boundaries, respectful relationships, permission seeking and giving in relationships and reporting concerns in line with the Relationships and sex education and Health Education guidance.

In Year 3 the appropriate areas are covered in the following lessons:

- To begin to understand the impact of bullying.
- To recognise that stereotypes are present in everyday life.

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Top tips - How to help at home

- Find time to talk, just the two of you – 'check in' with them while you're doing things together, so they get used to talking about their feelings.
- Play together – play helps children to be curious, learn new things, solve problems and express feelings without words.
- You can help your children learn how to deal with their emotions in a healthy way by modeling coping skills at home. You can engage in these skills with your child or talk them through doing them on their own. Activities such as deep breathing, using stress balls, art (painting, coloring, doodling) or going for walks can be great strategies for coping with feelings.
- Uncertainty about day-to-day schedules can lead to a lot of stress or anxiety in a child's life. Creating a general routine at home can provide some relief and peace for your child, whether it's a schedule for daily meals or a weekly movie night. Having clear boundaries is also important for your child to know what is expected of them at home and can minimise feelings of frustration from both parent and child.

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Which RSE statutory requirements are we working towards in Year 4?

Kapow Primary's RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group.

Families and people who care about me:

- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- Others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.
- 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:

- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

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Respectful relationships:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

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Online relationships:

- How information and data is shared and used online.

Being safe:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

Year 4: How is this covered in Kapow Primary's PSHE and RSE lessons?

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- Learning that families are varied and differences must be respected.
- Understanding physical and emotional boundaries in friendships.
- The roles of bully, victim and bystander.
- How behaviour affects others.
- Appropriate manners and bereavement.



Health and wellbeing:

- Developing emotional maturity.
- Learning that we experience a range of emotions and are responsible for these.
- Appreciating the emotions of others.

Safety and the changing body:

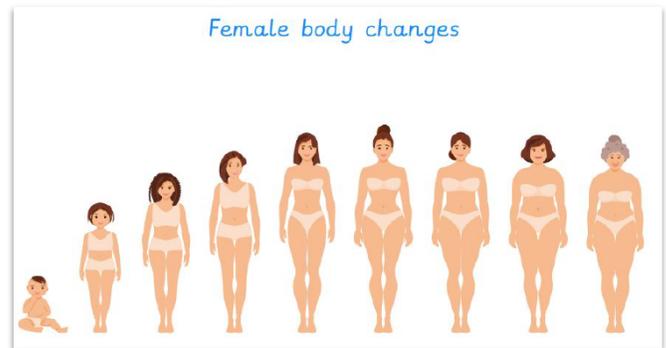
- Building awareness of online safety and benefits and risks of sharing information online.
- Difference between private and public.
- Age restrictions.
- Physical and emotional changes in puberty.

How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 8-9 will:

- Learn about some of the physical changes pupils will experience as they go through puberty.
- Understand that physical change is part of growing up.
- Identify the changes that males and females go through as they grow and develop from being a child to an adult.





RSE updates specific to Year 4 (sexual harassment)

Kapow Primary's approach to addressing sexual harassment in schools builds on the statutory requirements of the RSE curriculum and the outcomes from the Department for Education's statutory [Keeping Children Safe In Education 2023](#) document.

Kapow Primary's RSE & PSHE curriculum covers boundaries, respectful relationships, permission seeking and giving in relationships and reporting concerns in line with the Relationships and sex education and Health Education guidance.

In Year 4 the appropriate areas are covered in the following lessons:

- To begin to understand the physical and emotional boundaries in friendships.
- To explore stereotypes in fictional characters and think about how these might influence us.

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Top tips - How to help at home

- Children love to receive positive feedback and praise. Knowing they've done something well increases feelings of pride and confidence, which can stick with a child long-term. Providing positive reinforcement for behaviours will often encourage children to repeat that behaviour.
- Parental controls and privacy settings can help you manage how your child spends time online and help to keep them safe. Talk to your child before implementing any new settings and explain to them how different strategies can help to keep them safe.
- Show children it's important to take care of their physical and mental health. Model good habits to them (e.g. "I can feel myself getting a bit wound up about that parking ticket again, so I'm going to have a walk / bath (or both!) to calm myself down!").
- Start talking with your child about relationships, body changes, and growing up from a young age. This helps to normalise conversations and build healthy habits.

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Which RSE statutory requirements are we working towards in Year 5?

Kapow Primary's RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group.

Families and people who care about me:

- Others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.
- 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.

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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.
- 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.

Respectful relationships:

- The importance of self-respect and how this links to their own happiness.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.

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Online relationships:

- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

Being safe:

- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

Year 5: How is this covered in Kapow Primary's PSHE and RSE lessons?

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- Developing an understanding of families, including marriage, of what to do if someone feels unsafe in their family.
- Issues can strengthen a friendship.
- Exploring the impact of bullying and what influences a bully's behaviour.
- Learning to appreciate our attributes.

Safety and the changing body:

- Exploring the emotional and physical changes of puberty, including menstruation.
- Learning about online safety, influence.
- Strategies to overcome potential dangers.



How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 9-10 will learn about:

- The menstrual cycle and other changes that happen during puberty.
- Emotional changes that occur during puberty.

Label or draw on Figure 1 to show some of the hygiene issues someone going through puberty might experience e.g. greasy hair, spots, smelling differently.

Label or draw on figure 2 what someone could do to help address these issues e.g. washing their hair more often, showering frequently and using deodorant.

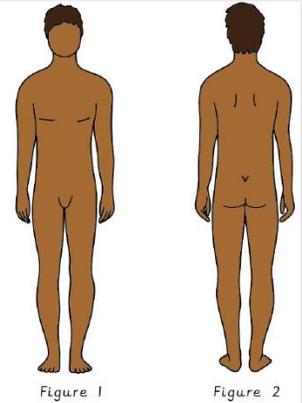


Figure 1

Figure 2

RSE updates specific to Year 5 (sexual harassment)

Kapow Primary's approach to addressing sexual harassment in schools builds on the statutory requirements of the RSE curriculum and the outcomes from the Department for Education's statutory [Keeping Children Safe In Education 2023](#) document.

Kapow Primary's RSE & PSHE curriculum covers boundaries, respectful relationships, permission seeking and giving in relationships and reporting concerns in line with the Relationships and sex education and Health Education guidance.

In Year 5 the appropriate areas are covered in the following lessons:

- To begin to understand some issues related to online friendships including the impact of their actions.
- To recognise how attitudes to gender have changed over time.



Top tips - How to help at home

- Make time and space to be able to give your child your full attention to share stories, have discussions and work through challenges.
- Explain that everyone is human and makes mistakes. Model effective ways to deal with difficult situations (e.g. calming down, saying you are sorry, explaining that you recognise you made a mistake and what you'll do to make sure it doesn't happen again). They will learn from you that it's okay to make mistakes, build resilience and identify healthy ways to cope with emotions.
- Find ways to include your child in decision-making processes. This can help children feel that they are heard and valued. Something as simple as asking them whether they think you should prepare rice or pasta for dinner can show them they have a voice and give them the confidence to use it.

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Which RSE statutory requirements are we working towards in Year 6?

Kapow Primary's RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group.

Families and people who care about me:

- 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:

- 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.

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Respectful relationships:

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- In school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

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Online relationships:

- People sometimes behave differently online, including by pretending to be someone they are not.
- The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

Being safe:

- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

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Year 6: How is this covered in Kapow Primary's PSHE and RSE lessons?

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- To resolve conflict, through negotiation and compromise.
- Respect.
- Understanding that everyone deserves to be respected.
- Grief.

Safety and the changing body:

- The reliability of online information.
- The changes experienced during puberty.
- How a baby is conceived and develops.

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How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 10-11 will:

- Further develop their understanding of the physical and emotional changes that happen during puberty.
- Learn about the biology of conception. (Parents have the right to withdraw their child from the 'Main event' part of this lesson.)
- Learn how a baby develops in the womb and is born. (Parents have the right to withdraw their child from the lesson.)

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RSE updates specific to Year 6 (sexual harassment)

Kapow Primary's approach to addressing sexual harassment in schools builds on the statutory requirements of the RSE curriculum and the outcomes from the Department for Education's statutory [Keeping Children Safe In Education 2023](#) document.

Kapow Primary's RSE & PSHE curriculum covers boundaries, respectful relationships, permission seeking and giving in relationships and reporting concerns in line with the Relationships and sex education and Health Education guidance.

In Year 6 the appropriate areas are covered in the following lessons:

- To understand that respect is two-way and how we treat others is how we can expect to be treated.
- To explore other people's attitudes and ideas and to begin to challenge these.
- To understand stereotypes and be able to share information on them.
- To understand the biology of conception.

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Top tips - How to help at home

- Model safe and healthy internet use by using digital media and the internet in the way you want your child to use it now and in the future. For example, you might keep internet-connected devices out of bedrooms, and use technology for positive purposes.
- You might find that your child is more up to date with changing privacy and safety settings than you are! Ask your child to share what they know about online safety and the risks associated with using online platforms or the internet. Work together to adjust settings on devices and apps, emphasising the importance of keeping your child safe.
- Emotional ups and downs are a part of life. One of the best ways to address the concept of mental health and wellbeing is to let your child know that sometimes you feel flat too. It's important for your child to know that you'll be there for them when they're feeling flat or having a tough time. It can help just to say, 'I can see you're having a difficult day' letting your child know you are there to support them.
- Check any age restrictions on applications and social media as many should not be used by children under 13 years old. Discuss social media with your child and the risks of inappropriate content that they might see online. Encourage children to report anything that makes them feel uncomfortable to you, or via platforms, and take time to talk through why this content is offensive or inappropriate together.

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FAQs

- Do you cover gender identity in RSE lessons?

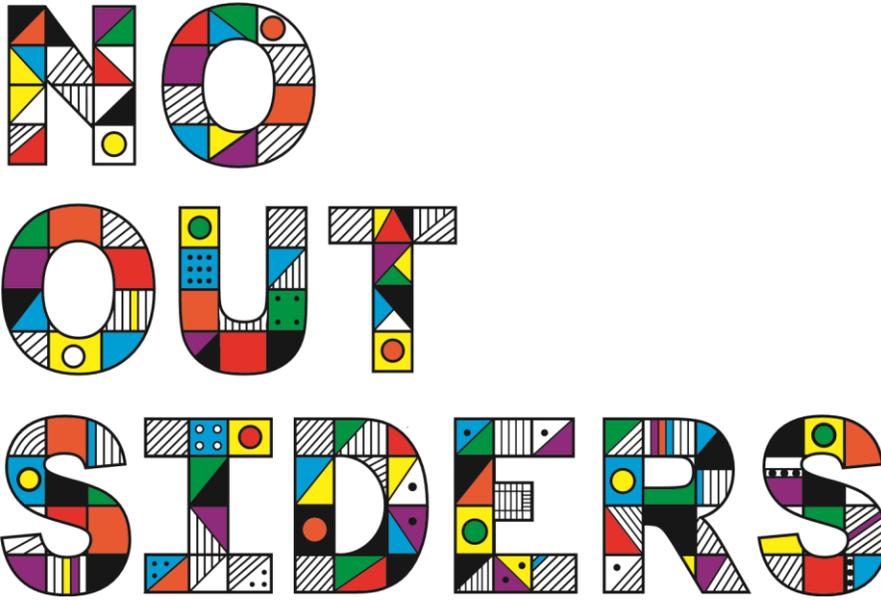
No, the Kapow Primary scheme does not specifically cover gender identity as a topic, although lessons do cover identity more generally, helping children to understand themselves and others. Gender identity does not form part of the National Curriculum, and we would advise parents to speak to a member of their school staff team with any questions or queries.

- What do I do if I feel uncomfortable talking about certain topics with my child?

Creating a safe, open, supportive environment is important for children to be able to share their worries, concerns and thoughts. If you feel uncomfortable discussing topics with your child, be honest with them that you find it difficult and explain that you would like to give yourself some thinking time before you get back to them on any topics or questions. Seeking support from your child's school to help, such as discussing with class teachers or pastoral leads may help with how you could broach sensitive topics.



Appendix 3: No Outsiders: A Guide for Parents & Carers



'All different. All welcome.'

We Belong Here

A guide for parents and carers

Contents

1. Foreword by Andrew Moffat, CEO No Outsiders
2. What is No Outsiders?
3. Picture books used in schools
4. Making sure children feel safe: how to talk about the world around us
5. Answering difficult questions from children



No Outsiders: ‘We belong here’ A guide for parents and carers

Foreword by Andrew Moffat, CEO and founder No Outsiders charity

I visit many schools across the UK to deliver No Outsiders training. Often, I spend a day in a school, teaching half hour sessions in every class and sometimes I meet parents and carers.

In September 2020 I visited a school in Cheshire for a training day and the Head Teacher invited parents in to watch the lessons I delivered. Some parents who came to the first lesson in the morning were so enthusiastic about what they saw that they ended up staying for the whole day to watch every lesson and in the afternoon we sat down for a chat about how they could support the No Outsiders ethos at home.

The parents I met that day were inspirational and they suggested that the No Outsiders charity produced a guide specifically for parents and carers. The guide would spell out exactly what No Outsiders was about and would provide suggestions for follow up activities that families could enjoy at home. The aim of this guide is to engage families in No Outsiders so that together we can build a better future for all our children. This is the second edition of the parent / carer guide, updated to include new texts from the 2024 scheme, “We belong here”. I hope you find it useful, do let us know any suggestions you have by emailing us via our website info@no-outsiders.com.

Best wishes,

Andrew Moffat MBE

April 2024

CEO, No Outsiders www.nooutsiders.com



What is No Outsiders?

What is an outsider? Someone who feels left-out, who feels like they don't belong and is not welcome. We want schools to be teaching that there are no outsiders because everyone is welcome. A four year old understands what it feels like to be left out and does not want to be left out. We need to create classroom environments where no child feels left out; every child needs to be taught that they belong.



As children grow up, they can sometimes learn that difference is a barrier to friendship. Our aim is to remove that barrier; to quote the Ofsted handbook (2023), we want children to see “difference is a positive, not a negative”. After all, we are all different; none of us is exactly the same; we are all unique.

As they move through school, we want children to explore their differences so that they feel comfortable in their own skin. Children should know who they are and feel proud to be who they are, and also know that they are accepted without judgement. No child should feel they have to change who they are in order to fit in.

So how do we do this? We have an ethos that is backed up by language and behaviour. All children are taught from their first year in school that we are all different and we like that. Wouldn't the world be boring if we were all the same? In Reception and Year 1 we use picture books where characters are different, and we show that they are also friends and they play together. We make sure there are characters that look different and the hope is children will see themselves reflected in those books; “I am different too and that's ok.” As children move up the school in to Years 3, 4, 5 and 6, we explore reasons why some people might feel left out. After all, it is a fact that prejudice and discrimination exist, and children are going to experience it at some point.

We need to prepare them, give them confidence to disagree when they hear prejudice and show them that they are not alone.

No Outsiders language gives children a way to challenge prejudice and show acceptance. Not only will they feel safe knowing they belong, they can show others they too are safe; “I will be your friend; you belong here. You don't have to change, there are no outsiders.”

The Equality Act 2010: British law

Difference is protected under British law; there are very clear aims in the Equality Act that provide guidance for schools. As public bodies, we need to:

- Have due regard to the need to eliminate discrimination
- Advance equality of opportunity
- Foster good relations between different people when carrying out their activities



And who are those different people? The Equality Act references nine 'protected characteristics'; these are groups of people. No one should face discrimination because of:

- Race
- Religion
- Sex
- Gender reassignment
- Age
- Disabilities
- Sexual orientation
- Pregnancy or maternity
- Marriage of civil partnership

So how do we talk about these different groups in an age appropriate way to young primary school children? We use picture books that show different people in stories and we make sure children understand **no matter who you are, you are welcome in our school.**

Consider for a moment whether we should miss out any of the nine protected characteristics when talking about equality in primary school? Are primary school children too young to know about gender reassignment, disability or sexual orientation? How about race or religion? When should we introduce these concepts to children?



This is why No Outsiders works so well in a primary school setting. The lesson plans do not explore the individual protected characteristics; there is not one lesson on race, a different lesson on religion and another on sexual orientation.

What is discussed in all the lessons, through the picture books used, is difference. All the characters we see in the books are different and they all exist together, side by side.

There are a number of different picture books from well-known authors used to take a child on a journey at school from Reception to Y6 where they will meet a huge range of different characters in different situations; characters with different race, age, religion, gender, disabilities, and who live in different families. The books are carefully chosen to represent a wide world of diversity.

We are not encouraging any child to question their race, religion or gender identity; rather we are encouraging children to explore, know and accept the person they are, and we will show they are welcome without judgement in school.

The next chapter is adapted from the schools' guide, "No Outsiders: We belong here" (Moffat, 2024) so you can see every book that is included in the No Outsiders scheme and understand how it supports the ethos. You might choose to purchase some of the books; they make great bedtime stories and your children will love seeing the books they use at school read by you too; it will show them we are all on the same page; we all agree no-one should be left out.



Picture books used in “No Outsiders: We belong here”

Each Year Group will study 6 picture books.

Nursery

By the end of Nursery, children should be able to answer the question: **‘What can I find out about my friends in my class?’**

Super Duper You is a wonderful celebration of all things that make us unique. We are not one thing; there are lots of ways you are you; we need to recognise “all the brills you got”. **I Love Me** is a brilliant book of affirmations for young children to build their confidence and self-esteem; “I am brave, I am strong... I love me!” **You Choose** encourages children to consider choices; they are presented with colourful pictures of different objects and asked, ‘which would you choose?’ for your house, for your mode of transport, to eat, to wear etc You choose provides the first step in teaching children it’s ok to have different opinions; we can accept that we disagree over a favourite car or dinosaur. This concept is explored further in **Red Rockets and Rainbow Jelly** we see characters Nick and Sue liking different things all through the text (ducks, socks, cats...) but remaining friends by the end. **Hello Hello** shows different animals with a range of shape, size and colour all saying “Hello” to each other. No one is left out. In **Blue Chameleon**, the chameleon is lonely and tries to make friends by changing shape and colour. Chameleon thinks you have to look like someone to be their friend; is that true?

Reception

By the end of Reception, children should be able to answer the question: **‘Are all Families the same?’**

The Family book shows children that families come in many different shapes and sizes and in the lesson we all draw our own family. I love **Is That Your Mama?** which tells a story about Josie who looks different to her mum, dad and siblings. People always ask Josie, “Is that your mama?” but Josie learns that all families are different. **Hair, it’s a Family Affair** is a story told through the eyes of Macy as she tells her class all about her family, celebrating the many different hairstyles of each of her family members. **Mommy, Mama and Me** shows a toddler spending the day with their loving parents, who just happen to be two



mums. *All Kinds of Families* helps children to understand that there are all kinds of families both in the human and in the animal world! Finally, children read *Maisie's Scrapbook*, a beautiful story of Maisie's diverse family, and all of the things she learns from both of her parents.

Year One

By the end of Year One, children should be able to answer the question: **'How can we all work together?'**

Can I join your club explores how Duck feels when other animals exclude him because he makes a quack noise which is different to the noise they make. Duck sets up his own club where all animals are welcome regardless of their noise. *Someone Just Like You* mirrors actions of children from all different places, wearing all different clothes with all different abilities, speaking all different languages, but laughing, crying, and being scared in the same way. *How to be a lion* shows Leonard being told there is only one way to be a lion, which means being fierce and chomping ducks. But Leonard's best friend is a duck and he likes to write poetry. Should he change? In *Going to the volcano*, Dwayne and Janye are really good at making sure no-one is left out as they travel to the volcano taking everyone with them. All their friends are different and that is what makes the trip so successful. In *Errol's Garden*, Errol discovers that having neighbours who are different and have different skills, enables him to build his dream garden. Finally, *Bathe the cat* is a joyous story showing a family trying desperately to tidy up the house before nan arrives. Everyone works together to get the job done! The family has two dads, although that's never mentioned in the text, which is the best way to remind children that all families are different, but at the same time, all families sweep the floor and scrub the dishes sometimes, no matter who is in the family.

Year Two

By the end of Year Two, children should be able to answer the question: **'Can I make you feel welcome?'**

I was overjoyed to find *Amazing* as it's a snapshot of friendship where the main character uses a wheelchair, which is never mentioned in the text. The disability is not the issue in this story. *Splash* tells the true story of a Paralympics GB Gold Medallist. Claire Cashmore has a stump and says in the preface that she wanted to be treated in exactly the same way as her sisters. *Shulin's Grandpa* tells the story of a little girl starting school with little English. She looks different to the other children and struggles to fit in. Her grandpa visits the school for an art session and his art is transformative for the class, and for Shulin. *Nefertiti* explores the importance of names. Is it ok if I choose to call you by a shortened version of your name? This is a super, empowering story that we can use to talk about identity and also challenging assumptions. *You're so amazing* is such an important picture book and one of the best to explore disability that I have seen. The focus of the story isn't on Joe and his disability; the focus is on reactions from other people, who keep saying to him, "You're so amazing!" But Joe is not amazing, he's actually just Joe. *The Perfect Fit* is a story about a triangle looking for a place to belong. In the end, triangle realises that you need friends of all shapes and sizes!



Year Three

By the end of Year Three, children should be able to answer the question: **‘What does it mean to be an outsider?’**

This is our house is a perfect story to introduce a No Outsiders ethos to a school. George shuts people out and gives each person a reason: they are a girl, they wear glasses, they are too short. When it is pointed out to George that he has red hair and could also be excluded, the penny drops. George makes sure that his game is for everyone. *We’re all wonders* is a beautiful story about a boy who looks different. He is bullied and dreams of running away. What would happen at our school? What do we say about difference? We talk about choosing to be a bystander or choosing to stand up. *My brother George* is the first text in the resource that explores gender expectations. It is a very gentle story narrated by a girl about her brother George who looks different and is often thought by strangers to be a girl. The conclusion is, “I love my brother George and I’ll always be there for him no matter what”. I first used *The boy who loved everyone* during Covid to explore ways to be friends without hugging, but three years on I can see lots of ways this story links to no outsiders as a little boy struggles to make friends and is often turned away for reasons unclear to him. In *Leo and the octopus*, Leo struggles to make sense of the world. The story teaches children about empathy, and what it might be like for children living with autism. In, *Along came a different*, reds love being red, yellows love being yellow and blues love being blue. The problem is, they just don’t like each other. But one day along comes different who likes reds, yellows and blues, and suddenly everything changes!

Year Four

By the end of Year Four, children should be able to answer the question: **‘How can I make sure there are no outsiders in Hollybush?’**

The truth about old people; what is a stereotype? How do we recognise a stereotype and how can we respond? In *Red: a crayon’s story*, a crayon who looks red can only colour in blue. This is very distressing for him as he knows he really should be red, and he has always been red before... what should he do? *When sadness comes to call* explores how to recognise feelings of sadness and their impact. The lesson plan focus is on good mental health and how it can be achieved. *Julian is a mermaid* tells the story of small boy who wants to be a mermaid. The key is Nan’s attitude towards he grandson; the reader is led to believe she is

going to be angry about his dressing up, but instead she is loving. This is a heartwarming story of difference and acceptance.” I wanted to include both *The Girls* and *The Boys*; two different books but both exploring themes of friendship through a different gender lens. The books recognise the significance of companionship in our lives and can be used to reference mental health. There are also subtle LGBT references in both texts.





Year Five

By the end of Year Five, children should be able to answer the question: **‘How can I use my voice to make sure everyone feels welcome?’**

My beautiful voice tells the story of a nervous child who talks in whispers. The teacher helps the child to find their voice. It’s a story of perseverance, language and bravery. **Mixed** is a wonderful vehicle to discuss racism and our responses to racist behaviour. The story shows the Reds, Yellows and Blues first getting on and then segregating because the Reds say they are best. But then a yellow and blue fall in love... can colours mix? I have been using **And Tango Makes Three** since 2006 but I can’t imagine ever replacing it because it is a perfect way to talk about different families and also adoption. The lesson plan focuses on the book being banned in some places around the which enables us to explore homophobia and discrimination. **Milo imagines the world** is a fantastic story that explores the way people make assumptions about each other. Milo sits on a train and imagines the lives of the other passengers but at the end there is a big surprise both for Milo and for the reader. **The Only Way is Badger** introduces children to democracy (or lack of in this book!) Badgers are best. Or so Badger thinks. “If it’s not black and white then it’s just not right!” he says. But what if he’s wrong? This story is about acceptance, difference and learning to say sorry. **To The Other Side** tells the story of two refugees trying to get to safety. Through pictures, it supports children to talk about conflict and war and encourages empathy and understanding.

Year Six

By the end of Year Six, children should be able to answer the question: **‘What can I do so that there are no outsiders in my community?’**

The Island is a powerful study of the power that one group has over another and the dire consequences of unchecked prejudice. **Introducing Teddy** is a wonderful tale of a teddy who comes out as trans. All of Teddy’s friends accept her as Tilly; no one questions or asks Tilly to justify her actions. There are many forms of discrimination and prejudice and **The proudest blue** focuses on responses to a young girl who chooses to wear a hijab for the first time at school. The story is a beautiful way to teaching children to be proud of the person they are. **Rose Blanche** is a story of a young girl in Nazi Germany, told through pictures. It begins to explore themes of how children would help someone in trouble, and introduces children to anti-Semitism. **Saving the butterfly** is an honest depiction of a young refugee arriving in a country without parents and feeling responsible for her younger brother. The brother adapts well, but the older sister struggles. This story is teaching empathy, resilience and hope. **A day in the life of Marlon Bundo** give us a fantastic opportunity to talk about democracy (one of the British values) and its impact. A rabbit in the White House wants to marry another male bunny but is told by the animal in charge that boy bunnies can’t marry boy bunnies. The animals decide to hold an election and there is a super ending. What is democracy and how does it work?

Making sure children feel safe: How to talk about the world around us

The world can be a scary place for a young child. Our children are not wrapped in cotton wool, nor are they cocooned from the world around them. As they grow they make judgements and form reasoning about everything they see and hear; adult and older sibling conversations, TV and radio news, youtube videos and social media content... every day our children are exploring and making sense of the world around them.



So how do we show children the good that exists around the world? We cannot shield our children from all the negative stuff, but we can counter it by filling their world with stories of community cohesion, acts of kindness, empathy, hope and confidence in a world filled with diversity and difference, where they belong. Our aim is for children to leave school confident that they have a contribution make to that world.

So how do we do it? It's not rocket science; we simply find real-life stories children can relate to and demonstrate the world is full of great stories where different people get along and help each other.

The picture books are a great start; they build a foundation where an understanding of difference is accepted. But we also need real-life stories to demonstrate those positive stories aren't just in books. Here is where the assembly pictures come in. We provide weekly assembly pictures to schools that are also accessible (free of charge) to parents at home with discussion points to help explore community cohesion. The aim of the pictures is to show No Outsiders is everywhere!

Topics for assemblies are wide ranging; it all starts with a picture which is often taken from a good news story from the week. Some assembly plans may include:

- A picture of a wheelchair-accessible beach in Greece (used to explore disability and inclusion).
- A picture of Pride month cards on a supermarket shelf (used to explore Pride month).
- A picture of Ranjit Singh, a bus driver in West Bromwich who made a video showing him and his work colleagues performing a Bhangra dance to a song about working together "All the different countries and nations drive together as friends" (used to explore community cohesion).
- A picture of a blind football fan in the crowd at a match with his friend telling him what is happening so he can enjoy the game (used to explore inclusion)
- A picture of a baby giraffe born without spots (used to explore difference and families who look different to each other)

We can also use No Outsiders to navigate challenging and difficult conversations around tragic events such as terrorist attacks. Children hear about terrorism, some may be directly or indirectly affected, so how do we explain to a child the reasons behind an attack while retaining hope and a confidence in the child that 'it will be ok'?

A child in a Y5 school assembly once asked me, "Why do the terrorists kill? Why do they want to hurt us," to which I replied, "Because not everyone understands about no outsiders yet. Not everyone agrees with us, they don't understand yet that it's ok to be different; they weren't lucky enough to go to a school like ours where we talk about being different and we love being different. Some people think that we should all be the same – same skin, same religion; the same kind of person. That's the opposite to us; we know it's great to have different skin, different religion, be different kinds of people, but the person who carried out the attack hasn't heard that yet – they don't understand."



“So, what do we do about that? This is why it’s really important that we tell everyone we meet about how we love difference and we’re not scared of it. And if we hear someone say, “You can’t be friends with them because they are different,” or, “You don’t belong here because you are different,” we stand up and say that that’s not true! We tell them about our school and it’s brilliant because we are all different and we all get along.”

“But in the end, it’s important to remember that one person caused the attack; just one person didn’t understand. But there are thousands, millions of people who do understand and who are with us. Millions of people who would love our school and our No Outsiders ethos. Those are the people we need to remember, not the one person who didn’t understand. There are many, many more people who are with us.”

The assemblies like the ten listed above make great family discussions and it’s wonderful for children to be able to talk at home about what they have discussed in school. There are over 500 of these pictures and plans freely available to use on the no outsiders website – just go to the Assembly pictures link.

Answering difficult questions from children

Children are often very matter of fact about diversity and difference. Children have an innate sense of justice that shines through when they talk about being different and being left out. As adults we can complicate issues by over thinking them where actually the answer to what we perceive as difficult or embarrassing questions is a very simple one. The following are questions you may be asked by children about issues covered in No Outsiders, with suggested answers.

Why does he have different skin colour to me?

Because we are all different; isn’t that great! Imagine how boring the world would be if we all looked the same. We all have different amounts of melanin in our hair, skin and eyes, which give them their colour. We all have differences: freckles, hair type etc. Skin colour is just another brilliant way we are different.

Why can’t she walk, why does she have to have a wheel chair?

Because her body works in a different way; we are all different and that’s great – we can still be friends.

What does gay / lesbian mean?

Gay is where two people who are the same gender love each other. Men and women can be gay and there is also the word ‘lesbian’ for when two women love each other.

I love my dad, we are both male, does that mean we are gay?

No, that’s different. Gay means when two men love each other like a mum and dad who love each other.

Why does she have two mummies?

Why doesn’t she have a mum and dad? Because all families are different. Some families have a mum and dad, some have just a mum or just a dad, some children are looked after by their grandparents, some families have two mums or two dads.

How can two men have a baby?

There are lots of different ways of having children; for example some babies are adopted or fostered. All families are different. The most important thing in a family is love. It doesn’t matter who the parents are.



Chloe used to be a boy but now he says he's Chloe. Can you change from a boy to a girl?

Fantastic! Good for Chloe that she can finally be herself. Chloe hasn't changed - she used to think she had to try to be a boy but now she knows she can be Chloe. I'm really pleased for her. We're all different aren't we; we just need to make sure Chloe knows we accept her now she's being true to herself.

FAQS

How does No Outsiders fit in with the RSE guidance?

The RSE (Relationships and Sex Education) guidance is statutory for primary schools. The focus of RSE is relationships; "In primary schools we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships"

No Outsiders teaches children to acknowledge difference while forming respectful relationships and friendships. The aim of one of the first lessons in EYFS based on the book, "Red Rockets and Rainbow Jelly" is to understand that we can like different things and we can still be friends. The key theme runs through the scheme. We are teaching children to be non-judgmental, accepting and welcoming.

Can I withdraw my child from No Outsiders lessons?

Why would you want to? Look at all the beautiful picture books we are using and read the aims of these lessons from the resource:

It's ok to like different things / To make a new friend / To think about all the brills I've got / To talk about different families / To like the way I am / To join in / To ask for help / To welcome different people / To know I can be what I want to be / To think about what makes a good friend / To know I fit in / To have self-confidence (Lesson aims in EYFS/ Y1/ Y2)

To understand what discrimination means / To understand what a bystander is / To recognise a stereotype / To show respect / To find common ground / To look after my mental health / To be proud of who I am / To speak up / To understand how families change / To consider how my language affects others (Lesson aims in Y3/ Y4)

To explore friendship / To check in with people / To exchange dialogue and express an opinion / To consider responses to racist behaviour / To find self-acceptance / To try not to judge by appearance / To show acceptance and non-judgement / To consider how new experiences affect us / To consider attitudes towards disability/ To consider how democracy works (Lesson aims in Y5/ Y6)

Are you teaching children to be gay or to be trans?

No, we are teaching children to be proud of who they are and to accept others. We teach non-judgement and acceptance. Everyone is welcome in our school. We are preparing children for life in modern Britain where the Equality Act is law, and we can't pick and choose which bits of the Equality Act 2010 we are comfortable with and which bits we are not comfortable with. Equality is for all people.

Aren't children too young to be taught about this?

Some children have two mummies or two daddies and there is nothing confusing about this; children are very accepting of each other and their differences and will encounter those differences as they grow up, whether it is taught in schools or not. There is no sex in no outsiders; it is all about community cohesion and difference being a positive not a negative.



Are you indoctrinating children?

We do not teach children what to think, rather, we teach children the skills to think and reason; to form an opinion and speak their mind; how to agree and disagree respectfully. It is ok to hold different opinions to your friend; it is also ok to hold or to understand two views at the same time. Not everyone has to agree. No Outsiders lessons are very neutral; children are encouraged to make their own mind up.

How will you take in to account my faith?

We recognise that there are different beliefs in the world about LGBT+ equality and the No Outsiders lessons in Y5 and Y6 reflect that. For example, the aim of the lesson in Y5 based on “And Tango makes three” about two male penguins that fall in love is, “To exchange dialogue and express an opinion”. In this lesson we acknowledge that this book has been banned in a few countries in the world because some people believe children should not see examples of same sex families. We talk about why that is and children are encouraged to develop their own responses. At no point are we telling children what to think; we are teaching children to acknowledge that there are different views in the big wide world and not everyone thinks in the same way.

There is an emphasis on accepting and embracing difference in No Outsiders rather than “celebrating” difference. This is a key concept; we are teaching children that it’s ok to hold different and even opposing views and we can still have respect for one another; we can co-exist.



For more information on No Outsiders go to www.no-outsiders.com



Appendix 4: Parent withdrawal form from Sex Education

At Hollybush, we believe that promoting the health and well-being of our children is an important part of their overall education. We do this through our Personal, Social and Health Education (PSHE) programme. This covers many topics including all kinds of relationships.

As you may already be aware, Relationships Education became statutory in all primary schools from the Summer Term 2021. We are pleased that this decision has been made as it means that all children will be able to learn about different relationships, different families, growing up, puberty and their changing bodies.

The PSHE Association states:

'Teaching about puberty before children experience it is essential to ensure that pupils' physical, emotional and learning needs are met and that they have the correct information about how to take care of their bodies and keep themselves safe.'

'Ofsted's PSHE lead, Janet Palmer HMI, has said:

'If pupils are kept ignorant of their human, physical and sexual rights... they are not being adequately safeguarded. 'In order to keep pupils safe, it is vital that they learn about puberty before it happens. NHS advice states that puberty can begin as early as 8 for girls and 9 for boys.

Sex education is not mandatory at primary school and parents have the right to withdraw their children from sex education sessions which cover subjects not included in the statutory curriculum.

Parents and carers do not have the right to withdraw their children from sessions which link to the national curriculum. These subjects include, different relationships, information on puberty, what happens at conception (sperm and egg) and how the human body changes.

Any children who are withdrawn from Sex Education lessons will have to be provided with alternative learning in another learning space. This could be during a session in which the statutory curriculum is being delivered.

Our Relationships and Sex Education Curriculum is fully inclusive in order to meet the needs of all of our pupils in a sensitive and appropriate way which is respectful of their emotional stages, cultural and religious backgrounds. Through 'No Outsiders' children learn to be respectful of difference. There is no reason that children should be removed from these lessons.

Children who do not take part in all of these sessions will find out about the subjects from friends or the internet which can lead them open to misconceptions.



Parent/carers have the right to withdraw their child/ren from any sex education lessons that go beyond that of the statutory science national curriculum or relationships education curriculum.

In Year 6, parents have the right to withdraw from the following lessons:

- Learning about the biology of conception
- Learning about how a baby develops in the womb and is born

The right to withdraw forms, part 2 & 3, should be filled in in advance of the non-statutory sex education lessons being taught.

This letter should be emailed or handed in to the office. The RSE lead (Grace Borgeat) and a member of senior staff will explore your concerns and discuss these with you.

All children whose parents do not complete the right to withdraw documents will attend the non-statutory sessions.

We believe it is important to have a strong partnership with parents and carers and will always give you notice of what is being taught and when. We will also provide any further reading or support for any parents and carers wishing to discuss the subjects taught with their children at home.

If there is any part of the curriculum that you have a concern about, please email borgeat@hollybush.herts.sch.uk.

Many thanks
G Borgeat
PSHE & RSE Lead



Relationships Education – Right to Withdraw Form for Parents and Carers Part 2

I _____ Parent of _____ in class _____
confirm that I wish to withdraw my child from the following Relationships and Sex Education
curriculum sessions:

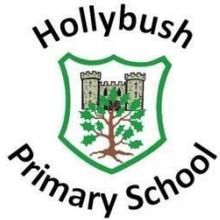
- How conception occurs-intercourse
- Contraception

I can confirm that I have:

- Read the PSHE and RSE Policy
- Watched and evaluated the relevant module resources including the videos
- I assume full responsibility for the teaching of my child with respect to this aspect of their education including any safeguarding and child protection responsibilities that may be connected to this topic.
- I understand that my child may learn about aspects of sex education from his/her peers.
- I understand that this secondary information may misinform my child on the topic. I understand that the school cannot be held responsible for the transfer of learning or misinformation between children.
- If this occurs I assume full responsibility for addressing these misconceptions.
- I understand that if a misconception held by my child puts my child or any other child at non-urgent risk, the school will contact and inform me.
- I understand that if the safeguarding issue is an urgent risk or if it is clear that a child is at risk because the parent has failed to adequately support the child with the issue, the school will take such action as is necessary to secure the safeguarding of all children including your child and this may include direct teaching according to the RSE curriculum as part of our safeguarding duty.



Relationships Education – Right to Withdraw Form for Parents and Carers
Part 3



Name of parent/carer	Name of child	Year group	Date

Reasons for withdrawing from the sex education lessons within the relationships and Sex Education curriculum

Other information you would like school to consider

Parent/carer signature:

To be completed by the school.

Agreed actions for school:

