



Reaching our Potential Together in Christ

# RE/PSHE

## Policy

Staff Consultation – 12.2.2020

Parent Consultation – 16.3.2020

Governor Consultation - 16.3.2020

Reviewed: September 2025

Review date: September 2026

**ST MARY MAGDALEN'S CHURCH OF ENGLAND PRIMARY SCHOOL'S**  
**VISION STATEMENT**

**'To live and live splendidly' John 10:10**  
**By reaching our potential together in Christ.**

We believe that through the teaching of God's word at St Mary Magdalen's Church of England Primary School, we prepare our children for all challenges that lie before them, enabling all our school family to, **'live and live splendidly' John 10:10 'By reaching our potential together in Christ.'** We endeavour to provide a rich soil, enabling our children to flourish socially, morally, and spiritually in a safe environment. We do this by being prayerful and accepting of God's word, following our Christian values where love is central to all we do ***Galatians 5:22-23.*** *It is our vision to inspire our children by creating a love of learning throughout our unique curriculum. We worship by celebrating our uniqueness in the acceptance and respect all our differences whilst remembering our faith's diversities and spirituality. John 13:34.*

## **Philosophy**

Religious Education and Spiritual, Moral, Social and Cultural Education at St Mary Magdalen's School involves general, moral and spiritual education (the development of a zest for life and love of life, an ethos of caring, patience, forgiveness and love and the forming of relationships between children, staff and parents); specific Church of England tradition (particular assemblies and worship, church visits and clergy involvement), and the broader classroom Religious Education and Spiritual, Moral, Social and Cultural Education which the school offers. We seek to help all of our learners to 'live and live splendidly' (John 10:10), this is done through explicit and implicit means.

Religious Education and Spiritual, Moral, Social and Cultural Education at St Mary Magdalen's C of E Primary School are governed by the School Trust Deed. We follow the Blackburn Diocesan Board of Education Syllabus for RE which reflects the National Framework for RE.

## **Aims**

Through the teaching of Religious Education and Spiritual, Moral, Social and Cultural Education at St Mary Magdalen's we aim to improve the quality of education received by all pupils, they have the opportunity to develop morally, spiritually, socially and culturally. In Religious Education lessons, as well as PSHE and our Collective Worship programme, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people, belief in spiritual dimensions is important.

Within our teaching we aim to:

-  Support the Mission Statement of the school in communicating an understanding of the redeeming love of Jesus Christ, underpinning the ethos of the school and its nurturing role.
-  To help develop children's own beliefs, values and attitudes through an exploration of Christ's and the Apostles' teachings as found in Scripture, the examination of religious language and symbolism, along with their shared human experience.
-  With emphasis on Christian beliefs and practices, to know the place significance of Christianity and other world religions in the contemporary world, in the surrounding wider and local communities, and within the Parish. (Cf Race Equality Policy.)
-  To deliver Blackburn Diocesan RE syllabus.
-  To help children to extend their thinking and analytical skills and their creative, imaginative and emotional development.

## **Teaching and Learning.**

### **The Early Years RE Chatterbox Units**

The Early Years RE Chatterbox Units are designed to encourage an atmosphere of community where everyone, child and adult are learning together. Right from the start planning involves consultation with the child so that a blend of child and adult initiated activities will take place. This child centred approach will inspire and motivate both children and adults. The needs of visual, audio and kinesthetic learners will be met, thoughts and ideas shared, and the depth of learning will be greater. Children will feel confident to ask questions and make choices. The results will be enthusiastic, interested and creative children.



## Early Years Areas of Learning and Development

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| <b>Communication and Language</b><br><b>Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Physical Development</b><br><b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <b>Fine Motor Skills</b> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Personal, Social and Emotional Development</b><br><b>Self-Regulation</b> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <b>Managing Self</b> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <b>Building Relationships</b> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>                                                                                                                                                                                                                                                                | <b>Literacy</b><br><b>Comprehension</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <b>Word Reading</b> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul> |
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| <b>Understanding the World</b><br><b>Past and Present</b> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <b>People, Culture and Communities</b> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <b>The Natural World</b> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> | <b>Expressive Arts and Design</b><br><b>Creating with Materials</b> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <b>Being Imaginative and Expressive</b> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Mathematics</b><br><b>Number</b> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <b>Numerical Patterns</b> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including even and odd, double facts and how quantities can be distributed equally.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Mathematics</b><br><b>Number</b> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <b>Numerical Patterns</b> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including even and odd, double facts and how quantities can be distributed equally.</li> </ul>                                                                                                                                                                                                                                             |
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## Three characteristics of effective teaching and learning

-  **Playing and exploring** - children investigate and experience things and 'have a go.'
-  **active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
-  **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In order to make RE a lively, active subject we employ a variety of cross-curricular teaching methods including art, DT, ICT, music, visitors and visits, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories and the use of periods of stillness and reflection. To support this, we endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make RE relevant and interesting to our pupils.

Teachers will use a variety of approaches when teaching RE, including work for the whole class, group and at an individual level when a specific need is identified. Mixed ability groups provide opportunities for discussion and brainstorming.

Differentiation is mainly through outcome though pupils who show the ability to discuss aspects of RE at a deeper level are encouraged through discussion with the class teacher in a small group. Provision for children with Special Educational Needs is made where appropriate through differentiated work to accommodate the wide range of abilities within each class. It is also recognised that RE has a unique role to play in the building of individual pupils' self-esteem, that through role-play, drama and artwork and discussion groups it is the aim of the school that all pupils find a means to relate to the subject.

The importance of continuity and progression is recognised through the choice of topics and discrete units that make up the scheme of work.

The school also places importance on 'real life' RE, as such we offer our children a range of extra opportunities to develop their understanding and spiritual experiences through visits out of school, visitors to school, work with other schools and close links with the local church.

#### **Assessment, Evaluation, Record Keeping and Reporting**

Assessment is the process by which progress is measured and communicated to pupils so that they can take their learning forward. It serves to inform the teacher whether learning objectives have been met and what steps need to be taken to enable pupils to progress further. In RE assessments are designed so that pupils have opportunities to show what they know, understand and can do. The process of assessment is conducted in line with the whole school assessment policy and takes account of national and local developments in this field.

QUESTFUL RE  
EXPECTED OUTCOMES, STANDARDS AND ATTAINMENT

These are the generic expected outcomes, standards & attainment that underpin all Questful units and learning activities. These outcomes have been separated into the three disciplines (ways of knowing) of theology, philosophy and human social science.

**Theology** involves studying a) how beliefs have changed over time; b) applied theology to different contexts and c) how beliefs relate to each other.

**Philosophy** involves studying a) how and whether things make sense; b) morality & ethics and c) questions of reality, knowledge & existence.

**Social science** involves studying a) exploring diverse ways people practise their beliefs and b) how beliefs impact individuals, communities & societies.

|          | EYFS                                                                                                                                                                                                                                                                        | KS1                                                                                                                                                                                                                                                                                                                           | LKS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | UKS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Theology |  Pupils can recall details of stories.<br><br> Pupils can recognise symbols and use some religious words. |  Pupils can retell religious stories and talk about the content with understanding.<br><br> Pupils can make links between sacred texts/stories and beliefs. |  Pupils can use religious vocabulary to describe and show understanding of religious texts and the ways in which they have been interpreted.<br><br> Using religious vocabulary pupils can recognise and suggest reasons for similarities and differences within and between religious and non-religious beliefs and practices. |  Pupils can explain how religious texts and sources of authority are used to answer the big questions in life, recognising that the importance of the source and authenticity of the religious text.<br><br> Pupils can suggest possible reasons for distinctive/diverse beliefs within and between religious communities and the ways in which context affects beliefs historically and today. |

|            | EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                  | KS1                                                                                                                                                                                                                                                                                                                                                                                                                | LKS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | UKS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Philosophy | <p> Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling, right and wrong.</p> <p> Pupils listen to their teacher and one another. Engage in conversation, respond to and ask questions.</p> | <p> Pupils are recognising their own values and the values of others. They are beginning to be able to say why they consider those values to be important.</p> <p> Pupils are asking good questions about their own and others' experiences.</p> | <p> Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them. They are beginning to realise that their own life experiences effect they ways in which they interpret the experience of others.</p> <p> Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.</p> | <p> Pupils can identify and describe what inspires and influences them, their opinions and behaviour. They know that their own beliefs and opinions effect the ways in which they interpret sources of information.</p> <p> Pupils ask ultimate questions and can express their own and others' views.</p> |

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|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Social Science | <p> Pupils can name features of religious life and practice.</p> <p> Pupils notice similarities and differences within and between different religious communities.</p> | <p> Pupils can use religious words to identify and describe features of religious life and the diversity of practice, suggesting meanings for actions and symbols.</p> <p> Pupils can identify and describe different ways in which religion is expressed noticing similarities and differences within and between religious and non-religious communities.</p> | <p> Pupils can describe the impact of religion of people's lives. They understand that the way in which people live is affected by context, time, place, culture, gender etc.</p> <p> Pupils are beginning to realise and understand that following a particular way of life can</p> <p> present both opportunities and challenges.</p> | <p> Pupils can use religious vocabulary to explain the impact of religious and non-religious beliefs on peoples' lives and communities and the effect context has on the outward expression of beliefs, historically and today.</p> <p> Pupils can talk about and describe why people choose to belong to religious/nonreligious communities and the challenges they face.</p> |
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## QUESTFUL RE PROGRESSION OF SKILLS

| Skill                      | Key Stage 1                                                                                                                     | Lower Key Stage 2                                                                                                  | Upper Key Stage 2                                                                                                          |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Investigate/Enquire</b> | Pupils are beginning to ask good questions about their own and others' experiences.                                             | Pupils can ask important and relevant questions about religion and belief.                                         | Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.     |
| <b>Express</b>             | Pupils can retell religious stories.                                                                                            | Pupils are beginning to identify the impact of religion on believers' lives.                                       | Pupils ask ultimate questions and can express their own and others' views.                                                 |
| <b>Interpret</b>           | Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols. | Pupils can describe forms of religious expression.                                                                 | Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.            |
| <b>Reflect</b>             | Pupils are recognising their own values and the values of others.                                                               | Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour. | Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them. |

| Skill             | Key Stage 1                                                                                                                                  | Lower Key Stage 2                                                                                                                  | Upper Key Stage 2                                                                                               |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Empathise</b>  | Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling. | Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.    | Pupils can describe the impact of religion of people's lives.                                                   |
| <b>Apply</b>      | Pupils can identify different ways in which religion is expressed noticing similarities in religion.                                         | Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them. | Pupils can recognise similarities and differences within and between religions and make links between them.     |
| <b>Analyse</b>    | Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.              | Pupils can make links between sacred texts/stories and beliefs.                                                                    | Pupils can suggest possible reasons for distinctive beliefs within and between religions.                       |
| <b>Synthesise</b> | Pupils can identify different ways in which religion is expressed noticing similarities in religion.                                         | Pupils can make links between sacred texts/stories and beliefs.                                                                    | Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs. |

| Skill           | Key Stage 1                                                                                                                     | Lower Key Stage 2                                                                                                      | Upper Key Stage                                                                                                                                                       |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Evaluate</b> | Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols. | Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging. | Pupils can explain how religious texts are used to answer the big questions in life. Pupils can describe why people belong to religions and the challenges they face. |

Therefore, teachers can set appropriate tasks and make judgements as to whether or not pupils in their class are working at, towards or exceeding expectations of achievement. The recording sheet is designed to be used once each term at the end of a unit. In each unit sheet there is a list of expected knowledge marked with the symbols from the QUESTFUL RE EXPECTED OUTCOMES, STANDARDS AND ATTAINMENT along with a list of expected outcomes. These lists are generic, and it is expected that teachers will incorporate them into learning objectives. These expectations have been converted into 'I know' and 'I can' statements that can be used by pupils to self-assess or peer assess. Learning about and from religion is still considered to be essential and both have been incorporated in the QUESTFUL RE EXPECTED OUTCOMES, STANDARDS AND ATTAINMENT.

There are no specific assessment tasks as every task, potentially, can be assessed and contribute to the expected achievements. The syllabus units give clear suggestions as to how the outcomes of the activities can be recorded. From Year 1 onwards each child will have their own RE book and each class will have a class RE big book. The two books work together to provide evidence that can be assessed and monitored.

The big book will contain evidence such as pupils' discussions, comments and ideas, records of visits and visitors, photographs, group work, post it notes and printed work from the interactive whiteboard.

The RE Co-Ordinator will carry out an RE book/work scrutiny across the school regularly. The RE Co-Ordinator, with the cooperation of the staff, will create a portfolio of evidence of the RE taking place throughout the school.

The purpose of the portfolio is to monitor standards and achievements and to ensure that all children are experiencing creative and challenging RE. It should be a working document that can be shown to staff, governors, parents and inspectors. It is important that the portfolio is a celebration of success and the distinctive quality of RE in your Church school.

The content of this document could include: -

-  children's work from across the school
-  photographs recording displays, artwork, visits and visitors.
-  teachers' plans showing evidence of quality, creative and challenging RE.
-  Records of the RE Co-Ordinator's scrutiny of work and lesson observations.
-  plans and work from special RE days or theme weeks.

This information is shared with the Head and link Governor. The class teacher makes a written comment about the child's progress on their report form.

| Religious Education |                                                                                                                                                 |                                                                                                                                      |                                                                                  |                                                                                                                         |                                                                                                                               |                                                                                                                                   |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
|                     | Autumn 1                                                                                                                                        | Autumn 2                                                                                                                             | Spring 1                                                                         | Spring 2                                                                                                                | Summer 1                                                                                                                      | Summer 2                                                                                                                          |
| <b>SAPLING</b>      | <b>I am Special</b><br>Why are we all different and special?                                                                                    | <b>Christmas</b><br>How do Christians celebrate Jesus' birthday?                                                                     | <b>Special Places</b><br>What makes a place holy?                                | <b>Easter</b><br>Why do Christians believe that Easter is all about love?                                               | <b>Prayer</b><br>What is prayer?                                                                                              | <b>Special People</b><br>Why do Christians believe Jesus is special?                                                              |
| <b>ELM</b>          | <b>1.1: How and Why Do People of Faith Celebrate and Give Thanks For The Harvest?.</b><br>How can we help those who do not have a good harvest? | <b>1.3: Why Do Many People Give and Receive Gifts at Christmas?</b><br>Why do we give and receive gifts?                             | <b>1.8 – Joseph.</b><br>Why is Joseph a Bible hero?                              | <b>1.5: Why Do Christians Believe Easter is a New Beginning?</b><br>Celebrating new life and new beginnings             | <b>1.7: How Do People of World Faiths Welcome New Babies?</b><br>Why is baptism special?                                      | <b>1.2: What Do People of Faith Believe About God as Creator?</b><br>What are your favourite things in creation?                  |
| <b>ASH</b>          | <b>2.1: Why Are Sacred Texts/Holy Books So Important To People of Faith?</b><br>Why is it such a special book?                                  | <b>2.2 - Why Do Christians Believe The Birth of Jesus Was Such Good News?</b><br>Why was the birth of Jesus such good news?          | <b>2.3 - Why Did Jesus Welcome Everyone?</b><br>Why did Jesus welcome everyone?  | <b>2.4 - How Do Symbols Help People To Understand The Easter Story?</b><br>How do Symbols help us understand the story? | <b>2.6 - What Do Christians Believe Happened at Ascension and Pentecost?</b><br>What happened at the Ascension and Pentecost? | <b>2.5 – Why Are Holy Buildings and Places Important To People of Faith?</b><br>Why is the church a special place for Christians? |
| <b>CHESTNUT</b>     | <b>3.6 – Harvest</b><br>How do people of faith say thank you to God for the harvest?                                                            | <b>3.2 – Why Do Christians Believe Jesus Was 'God With Us'?</b><br>How does the presence of Jesus impact on people's lives?          | <b>3.3 - Jesus</b><br>How did/does Jesus change lives?                           | <b>3.4 Easter</b><br>Is the cross a symbol of sadness or joy?                                                           | <b>3.1: What Is The Role of a Faith Leader Who Has Been Called By God?</b><br>What does it mean to be called by God?          | <b>Unit 3.5: Is The 'Golden Rule' Agreed by Everyone?</b><br>Which rules should we follow?                                        |
| <b>SYCAMORE</b>     | <b>4.1 - Considered To Be Important by People of Faith?</b><br>What values do you consider to be important?                                     | <b>Unit 4.2: Why Is Light An Important Symbol In World Faiths?</b><br>Why is Jesus described as the light of the world?              | <b>4.3 - Jesus</b><br>Why do Christians believe Jesus is the Son of God?         | <b>4.4 - Easter</b><br>A story of betrayal or trust?                                                                    | <b>4.5: Why Are Holy Buildings and Places Important to People of Faith?</b><br>Are all Churches the same?                     | <b>4.6 – Prayer</b><br>What is prayer?                                                                                            |
| <b>BEECH</b>        | <b>5.1 - Why Are Sacred Texts/Holy Books So Important to People of Faith?</b><br>How and why do Christians read the Bible?                      | <b>5.2 - How Does The Birth of Jesus Fit Into God's Big Story?</b><br>How do our celebrations reflect the true meaning of Christmas? | <b>5.6 - Loss Death and Christian hope</b><br>Is death an ending or a beginning? | <b>5.4 – Easter</b><br>Why do Christians believe that Easter is a celebration of victory?                               | <b>5.9 - St Paul</b><br>How did the news of Jesus resurrection spread around the world?                                       | <b>5.5 - Old Testament Women</b><br>Did she make the right choice?                                                                |
| <b>OAK</b>          | <b>6.1 - Life as a journey</b><br>Is every person's journey the same?                                                                           | <b>6.2 – Advent</b><br>How do Christians prepare for Christmas?                                                                      | <b>6.3: The Eucharist</b><br>Why do Christians celebrate the Eucharist?          | <b>6.3A – The Exodus</b><br>Why is the Exodus such a significant event in Jewish and Christian history?                 | <b>6.4 - Easter.</b><br>Who was Jesus? who is Jesus                                                                           | <b>6.6 – God</b><br>What is the nature and character of God?                                                                      |

### **Recording**

An evaluation of teacher and pupil performance is undertaken following each lesson. This is recorded on the planning sheets and, through this, improving the planning for the following lesson. Records are kept of work covered by the class; these are passed on to the next teacher at the end of the year. Each class also records in the class RE scrapbook which follows the cohort through school.

### **Reporting**

Annual written reports are given to parents during the summer term. A copy of this is kept in the pupil's personal record file. Two verbal reports are given at Parent's Evenings.

### **Monitoring and Evaluation**

See the whole school monitoring and evaluation plan.

### **Race Equality and Equal Opportunities Statement**

The school is against discrimination in any form. We are committed to the principle that all children are made in God's image and should be given equality of opportunity to fulfil their potential whatever their gender, disability, cultural, ethnic, racial or religious background.

Our Race Equality Policy builds upon the Christian Vision, core values and ethos of the whole school community. We recognise our statutory duty to eliminate racial discrimination and promote race equality and good race relations in all that we do. This policy is an integral part of our school life. Through it the school will its commitment to race equality by:

-  Valuing diversity and by actively promoting good inter-personal and community relationships.
-  Promoting an atmosphere of mutual respect and trust among all members of the school community.
-  Ensuring that all staff, pupils and parents are treated with respect and dignity.

### **Role of the Subject Leader**

The role of the subject leader involves the following:

-  To formulate a policy and scheme of work and to ensure that this is followed by all teachers.
-  To advise and encourage the staff in planning and revising and to keep them abreast of new developments through INSET activities, both in-house and county run courses.
-  To keep personally up to date with current issues through INSET opportunities.
-  To monitor and maintain resources.
-  To liaise with the Governors.
-  To advise the Headteacher on developments needed to improve the attainments of the pupils in Religious Education.
-  To develop record keeping and assessment procedures for Religious Education.
-  To keep up to date with changes in the Agreed Syllabus and commercially available resources.

### **The Role of the Teacher**

The role of the teacher involves the following:

-  To ensure that Religious Education is incorporated into their medium- and short-term planning.
-  To discuss the children's work and make appropriate interventions to improve their skills and knowledge.
-  To encourage children to share, discuss and reflect on their work with other children.
-  To help children draw on skills and knowledge they have learnt in other areas of the curriculum.
-  To help children assess and evaluate their own work and the work of others.
-  To be aware of any Health and Safety issues connected with visits off site.

## **Resources**

### **Time**

Approximately one hour per week is set aside specifically for the teaching of RE. Approximately 80% of this time is devoted to Christianity whilst the remaining 20% can be spent in studying Judaism, Islam, Hinduism, Buddhism and Sikhism. However, RE is not solely confined to one lesson; rather it permeates throughout the school with opportunities arising in other areas of the curriculum.

- a) The school enjoys easy access to the church. Services are held when appropriate in church or on occasions in school. Class visits the church when one of their projects can be enhanced by such a visit and regularly attend class mass.
- b) Visits to other faith places of worship when one of their projects can be enhanced.
- c) Each classroom has appropriate ICT equipment.

### **Books and equipment**

-  Blackburn Diocesan Syllabus.
-  Blackburn Diocesan Syllabus- resource folders.
-  Picture Bibles.
-  A selection of children's Bibles.
-  A variety of videos.
-  Reference books- kept in the library.
-  Photographs and pictures.
-  Artefacts box sets for each of the major world religions.

Keynote speakers are invited into school to talk to the children when appropriate.

## **The Relationships Education,**

*Jesus said to him, "You shall love the LORD your God with all your heart, with all your soul, and with all your mind." 38 This is the first and great commandment. 39 And the second is like it: 'You shall love your neighbour as yourself.' 40 On these two commandments hang all the Law and the Prophets."*

*Matthew 22v37-40*

This passage should be the basis of all relationship education within a church school. We should model our relationships on obedience to this and understand our relationships through a deeper understanding of this command.

Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in all schools.

The focus at St Mary Magdalen's CE Primary School is about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them, e.g., looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the

individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks.

Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. We focus on boundaries and privacy, ensuring the children understand that they have rights over their own bodies. This also includes understanding the boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

One key message that is shared with children in our church school is that of the family of God. This concept of the church as God's family means that we have many brothers and sisters in Christ and therefore should seek to treat each other as God would want. The "what would Jesus do" bracelets are a good tool for thinking how we relate as one family in Christ. Theologically, there are differences of view on who is in God's family but considering all to have the potential to be children of God and, therefore, all to potentially be part of the family of God is a useful way forward.

#### **Lesbian, Gay, Bisexual Transgender Queer, Intersex, and Asexual (LGBTQ+)**

In teaching Relationships Education and RSE, under legislation we need to that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We must ensure that we comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

We ensure that all of our teaching is sensitive and age appropriate in approach and content. At the point at which we consider it appropriate to teach our pupils about LGBTQ+, we ensure that this content is fully integrated into our programmes of study rather than be delivered as a standalone unit or lesson.

**By the end of primary school:**

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Families and people who care for me | <p>Pupils should know.</p> <ul style="list-style-type: none"> <li> that families are important for children growing up because they can give love, security and stability.</li> <li> the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li> that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li> that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li> that marriage<sup>1</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>                                                                                                                                                                                  |
| Caring friendships                  | <p>Pupils should know.</p> <ul style="list-style-type: none"> <li> How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li> that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li> how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Respectful relationships            | <p>Pupils should know.</p> <ul style="list-style-type: none"> <li> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs.</li> <li> practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li> the conventions of courtesy and manners.</li> <li> the importance of self-respect and how this links to their own happiness.</li> <li> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li> about different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li> what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li> the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> |

<sup>1</sup> Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Online relationships | <p>Pupils should know.</p> <ul style="list-style-type: none"> <li> that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li> that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> <li> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li> how information and data is shared and used online.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Being safe           | <p>Pupils should know.</p> <ul style="list-style-type: none"> <li> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li> about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li> how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li> how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li> how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li> where to get advice e.g., family, school and/or other sources.</li> </ul> |

### **Sex Education see in addition RSE Policy**

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.

The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. We at St Mary Magdalen's have chosen to teach some aspects of sex education and will continue to do so, although it is not a requirement. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school.

### **Right of Withdrawal**

'The Worship and Religious Education provided by the school is in accordance with the Church of England or Methodist Church Foundation. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England or

Methodist Church ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do) cannot insulate them from the religious life of the school.'

### **Right to be excused from sex education**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it is good practice for the SLT to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. St Mary Magdalen's CE Primary School will document this process to ensure a record is kept.

Good practice is also likely to include the SLT discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child other than as part of the science curriculum.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from Relationships Education or Health Education.

### **Policy Review.**

This policy is to be reviewed with reference to the following: -

-  National Curriculum.
-  Annually.

The guidance should be read in conjunction with:

-  [Keeping Children Safe in Education](#) (statutory guidance)
-  [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
-  [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
-  [Equality Act 2010 and schools](#)
-  [SEND code of practice: 0 to 25 years](#) (statutory guidance)

-  [Alternative Provision](#) (statutory guidance)
-  [Mental Health and Behaviour in Schools](#) (advice for schools)
-  [Preventing and Tackling Bullying](#) (advice for schools, including advice on [online bullying](#))
-  [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
-  [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
-  [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
-  [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
-  [National Citizen Service](#) guidance for schools

# SAPLING CLASS - EYFS

|        |                                                                                                                        |                                                                                                                 |                                                                                                                                                                                                                                                   |                                                                                                            |
|--------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Autumn | <u>myHappymind - Meet Your Brain</u>  |                              | <u>myHappymind - Celebrate</u>                                                                                                                                 |                                                                                                            |
| Spring | <u>myHappymind - Appreciate</u>       | <u>myHappymind - Relate</u>  | <p>Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.</p> |                                                                                                            |
| Summer | <u>myHappymind - Engage</u>         | <u>myHappy body</u>        | <u>myHappy relationships</u>                                                                                                                                 | <u>myHappy world</u>  |

# ELM CLASS – YEAR 1

|        |                                         |                       |                            |                                |                                                      |                                                   |                                                                                                                                                                                                                                                                             |
|--------|-----------------------------------------|-----------------------|----------------------------|--------------------------------|------------------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn | myHappymind -<br><u>Meet Your Brain</u> |                       | myHappymind<br>Places      |                                | Showing respect and<br>managing hurtful<br>behaviour | myHappymind -<br><u>Celebrate</u>                 |                                                                                                                                                                                                                                                                             |
| Spring | myHappymind<br>- <u>Appreciate</u>      | Healthy<br>Lifestyles | Buffer                     | myHappymind<br>- <u>Relate</u> | Families and<br>positive close<br>relationships      | Buffer                                            | Buffer weeks can be<br>used to catch up on<br>missed lessons or to<br>consolidate learning,<br>making the most of<br>our extra resources,<br>including themed<br>activities inspired by<br>events throughout the<br>year like Christmas,<br>Diwali and Chinese<br>New Year. |
| Summer | myHappymind -<br><u>Engage</u>          |                       | Shared<br>responsibilities | Communities                    | Ourselves<br>Growing<br>and<br>Changing              | Ourselves, Growing<br>and Changing-<br>Transition |                                                                                                                                                                                                                                                                             |

# ASH CLASS – YEAR 2

|        |                                      |                                                                                     |                                                                                   |                                                                                                                 |                                                                                     |                                                                                       |                                                                                     |                                                                                     |                                                    |                                                                                       |        |                                                                                                                                                                                                                                                   |
|--------|--------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------|---------------------------------------------------------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn | <u>myHappymind - Meet Your Brain</u> |                                                                                     |  | <br><u>myHappymind Places</u> |  | <u>myHappymind - Celebrate</u>                                                        |  | Buffer                                                                              |                                                    |                                                                                       |        |                                                                                                                                                                                                                                                   |
| Spring | <u>myHappymind - Appreciate</u>      |    | <u>Keeping Safe</u>                                                               |                                | Media Literacy and Digital Resilience                                               |      | <u>myHappymind - Relate</u>                                                         |  | <u>Friendships</u>                                 |    | Buffer | <p>Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.</p> |
| Summer | <u>myHappymind - Engage</u>          |  | <u>Safe relationships</u>                                                         |                              | <u>Economic Wellbeing</u>                                                           |  |                                                                                     |                                                                                     | <u>Ourselves, Growing and Changing- Transition</u> |  | Buffer |                                                                                                                                                                                                                                                   |

# CHESNUT CLASS – YEAR 3

|        |                                      |                                                                                     |                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                     |                                                                                                                                                                                                                                                      |
|--------|--------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn | <u>myHappymind - Meet Your Brain</u> |    |  | <u>myHappymind - Celebrate</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Buffer                                                                                                                                                                                                                                               |
| Spring | <u>myHappymind - Appreciate</u>      |    | <u>Healthy Lifestyles</u>                                                          | <u>myHappymind - Relate</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | <u>Friendships</u><br><br><u>Families and close positive relationships</u><br> |
| Summer | <u>myHappymind - Engage</u>          |  | Buffer                                                                             | <u>Communities</u><br><br><u>Shared responsibilities</u><br><br><u>Ourselves, Growing and Changing- Grief</u><br><br><u>Ourselves, Growing and Changing- Transition</u><br> | Buffer                                                                              | <p>Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year.</p>    |

# SYCAMORE CLASS – YEAR 4

|        |                                              |                                   |                                                      |                                        |                                                                                                                                                                                                                                                                             |
|--------|----------------------------------------------|-----------------------------------|------------------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn | <div>myHappymind -<br/>Meet Your Brain</div> | <div>myHappymind<br/>Places</div> | Showing respect<br>and managing<br>hurtful behaviour | <div>myHappymind -<br/>Celebrate</div> |                                                                                                                                                                                                                                                                             |
| Spring | <div>myHappymind -<br/>Appreciate</div>      | First Aid                         | Media Literacy and<br>Digital Resilience             | <div>myHappymind -<br/>Relate</div>    | Safe<br>Relationships                                                                                                                                                                                                                                                       |
| Summer | <div>myHappymind -<br/>Engage</div>          | Keeping Safe                      | Buffer                                               | <div>Economic<br/>Wellbeing</div>      | Buffer                                                                                                                                                                                                                                                                      |
|        |                                              |                                   |                                                      |                                        | Buffer weeks can be<br>used to catch up on<br>missed lessons or to<br>consolidate learning,<br>making the most of our<br>extra resources,<br>including themed<br>activities inspired by<br>events throughout the<br>year like Christmas,<br>Diwali and Chinese<br>New Year. |

# BEECH CLASS – YEAR 5

|        |                                      |                                                                                     |                                                                                    |                                                    |                                                                                       |                                                                                                                                                                                                                                            |
|--------|--------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn | <u>myHappymind - Meet Your Brain</u> |    |  | <u>myHappymind - Celebrate</u>                     |    |                                                                                                                                                                                                                                            |
| Spring | <u>myHappymind - Appreciate</u>      |    | <u>Healthy Lifestyles</u>                                                          | <u>myHappymind - Relate</u>                        |    | <u>Friendships</u>                                                                                                                                                                                                                         |
| Summer | <u>myHappymind - Engage</u>          |  | Buffer                                                                             | <u>Economic Wellbeing</u>                          |  | <u>Families and Close Positive Relationships</u>                                                                                                                                                                                           |
|        |                                      |                                                                                     |                                                                                    | <u>Ourselves, Growing and Changing- Grief</u>      |  | Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year. |
|        |                                      |                                                                                     |                                                                                    | <u>Ourselves, Growing and Changing- Transition</u> |  |                                                                                                                                                                                                                                            |

# OAK CLASS – YEAR 6

|        |                                                                                                                              |                                                                                                                             |                                                                                                                  |                                                                                                                                     |                                                                                                                                                              |                                                                                                                                             |                                                                                                                          |  |                                                                                                    |                                                                                                                                                                                                                                            |  |  |  |
|--------|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| Autumn | myHappymind -<br><u>Meet Your Brain</u><br> |                                                                                                                             | myHappymind<br>Places<br>       |                                                                                                                                     | Shared<br>responsibilities<br>                                            | Showing respect and<br>managing hurtful<br>behaviour<br> | myHappymind -<br><u>Celebrate</u><br> |  | Communities<br> | Buffer                                                                                                                                                                                                                                     |  |  |  |
| Spring | myHappymind -<br><u>Appreciate</u><br>      | First Aid<br>                              | Drugs, Alcohol<br>& Tobacco<br> | Media<br>Literacy<br>and Digital<br>Resilience<br> | myHappymind -<br><u>Relate</u><br>                                        | Safe<br>Relationships<br>                                | Buffer                                                                                                                   |  |                                                                                                    | Buffer weeks can be used to catch up on missed lessons or to consolidate learning, making the most of our extra resources, including themed activities inspired by events throughout the year like Christmas, Diwali and Chinese New Year. |  |  |  |
| Summer | myHappymind -<br><u>Engage</u><br>        | myHappymind -<br><u>Be Your Best</u><br> |                                                                                                                  | Buffer                                                                                                                              | myHappymind -<br><u>Transition Programme</u><br>(2 sessions a week)<br> |                                                                                                                                             |                                                                                                                          |  |                                                                                                    |                                                                                                                                                                                                                                            |  |  |  |

