



RSHE Policy

Policy Creation and Review	
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This model policy has been created through consulting with:

- Young people's sexual health services
- Parents/Carers - Consultation with over 30 governors who are Newham parents/carers
- LGBT+ community - Individuals, groups and teachers who identify as LGBT+
- Councilors - Briefing and consultation with over 30
- Teachers - 80+ attended training, 55+ attended Network Meetings
- Other places - Birmingham, Redbridge and Tower Hamlets RSE leads
- Governors & trustees - around 130 attended training at Education Space on RSHE
- Faith groups - 20 survey monkey responses and meeting held with 30 Imams
- SACRE
 - 19 different individuals representing
 - Muslims Sunni and Shia
 - Christians Catholic and protestant
 - Hindus
 - Buddhists
 - Jews
 - Sikhs
 - Humanists
- SEND educational services
- Pupils - carried out in December with three primary and three secondary schools, involving about 130 pupils
- DfE and Ofsted
- Head Teachers including Nursery Head Teachers

Policy statement - Aims and objectives of RSHE

It is the intention of New City Primary to teach high quality, age appropriate, pupil-sensitive, evidence-based RSHE, that demonstrates a respect for the law and all communities that call Newham home. It is expected that RSHE in New City Primary will help pupils to learn about themselves and the world they live in, giving them the skills, understanding and information they need for life. This will help them to stay safe and to flourish, not just in childhood, but into adulthood and for the rest of their lives. This is why RSHE is such an important part of the curriculum.

Statutory content: RHE

By law primary schools are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding. Here at New City Primary we acknowledge that parents/carers are a child's first and most effective teacher and so will ensure that we have annual meetings with parents or carers to present our RSHE curriculum as well as hear from parents/carers about any concerns or questions they have. We are clear that our aim is to educate pupils about these important subjects alongside parents and carers.

National Curriculum Science

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age, including puberty, and sexual and asexual reproduction in mammals and plants.

Academies are not compelled to teach science as it appears in the national curriculum, however, they are expected to only use alternatives where it can be demonstrated that the alternatives enable schools to provide a science curriculum of an even higher standard than that offered by the national curriculum. At New City Primary school we therefore choose to teach science in line with the national curriculum.

There continues to be no right to withdraw from national curriculum science

Health Education (Physical Health and Mental Wellbeing)

The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources.

Puberty, including menstruation, will be covered in Health Education and at New City Primary will be taught in PSHE lessons in Year 5 and Year 6. Our curriculum covers changes that both girls and boys experience during puberty.

There is no right to withdraw from Health Education.

Relationships Education

The focus at New City Primary is to teach the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults. Pupils are made aware that there are many ways which family units can be different, but what underlies a healthy family unit is love and respect for one another.

There is no right to withdraw from Relationships Education

Safeguarding

Safeguarding is an important aspect of all of the lessons taught as part of RSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSHE and any disclosures or issues arising as part of RSHE, will be dealt with in line with our safeguarding policy.

Non-statutory RSHE - Sex Education that goes beyond national curriculum science

The Government and local advisors strongly recommend primary schools teach sex education beyond that taught within the science curriculum. However, New City Primary have decided after consultation with parents/carers, not to teach sex education and will not teach 'how a

human baby is conceived and born'. Sexual reproduction in mammals will still be taught as part of national curriculum science in year 5.

As we have chosen not to teach the non-statutory elements of RSHE, i.e. 'how a human baby is conceived and is born', parents/carers may not withdraw their children from any RSHE lessons.

Equality

- The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics)
- The delivery of the content of RSHE will be made accessible to all pupils, including those with SEND.
- Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our relationships education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help, to keep New City Primary a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

Monitoring evaluation and assessment.

- To ensure that the teaching and learning in RSHE in our school is of the highest standard, it will be monitored by our RSHE curriculum leader Eilidh Kirkpatrick
- The school will identify pupils' prior knowledge through class discussion and teacher observations of pupils. The prior recorded work of each pupil will be available to their teachers as the children progress through the school, so new teachers can gain an understanding of the starting points of each pupil in their class. There will also be a liaison between teachers and the Early Help team to identify any particular areas of need for pupils within their class.
- The school will assess pupils' learning and progress through ongoing teacher assessment, both of pupils understanding and progress within RSHE lessons, and through observing pupil behaviour and attitudes throughout the school day.
- The school will evidence pupils' learning and progress through recorded written lessons twice per each unit of work (once at the start and once at the end of each half term) to explicitly see how pupils' knowledge and understanding has progressed. Further learning can also be demonstrated by the positive, confident and resilient attitudes of pupils which are displayed through their behaviours towards others.

- This is important because as it will allow for assessment of each child's progress within a single unit of work, but also for the school to assess progress in individual pupil learning as they advance through our school. Additionally, this will highlight progression of learning and understanding across the year groups.

Resources

The school is not a member of any PSHE scheme of work, but rather have tailored the learning to be specific and relevant to our pupils. We will draw upon a variety of resources, primarily those recommended and accredited by the PSHE Association, of which we are members.

It is the role of the RSHE subject leader to ensure that resources are appropriate and up to date for the school's use in teaching RSHE.

Parents and carers may request to view the resources which will be utilised for a topic in advance of that topic being taught.

Appendix 1

Why are we teaching RSHE?

- Because it is the right thing to do.
Our children are growing up in an increasingly complex world with new opportunities, but also new challenges. We as a school want our pupils to flourish in the world they find themselves and to work hard throughout all curriculum areas to give our pupils the skills and knowledge they need to do that. RSHE teaching is an important part of equipping our pupils for life in 21st century Britain, enabling them to embrace diversity, make the most of technology; understand the importance of, and develop the skills which lead to them being able to sustain healthy and strong relationships.
- Relationships and health education is a statutory requirement for all primary schools in England. The government, Ofsted and local advisors recommend that sex education (how a baby is conceived and born) is also taught in primary school.
- The teaching of RSHE at New City Primary is informed by the law, national RSHE guidance and the national curriculum set out by the DfE as well as, the school ethos and policies already developed. Below is a list of some of the documents that have been taken into consideration when preparing this policy.
- Statutory Guidance on RSHE 2019
Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- Equality Act 2010 and The Public Sector Equality Duty 2014
- School ethos and educational aims.
- The teaching of RSHE in New City Primary is delivered within and influenced by all relating school policies
 - Behaviour policy
 - Antibullying policy

- Equality policy or statement
 - Safeguarding policy
 - Inclusion policy
- How will we ensure lessons are taught sensitively?
 - Puberty and menstruation and human reproduction and birth are seen as sensitive topics to teach in RSHE and therefore we will put in special measures to make sure that pupils feel at ease when talking about these topics. We will use single sex classes for some lessons so that children feel less self-conscious and students may be more relaxed and feel able to ask questions. Same-sex teachers will also be used for single sex groups, and anonymous question boxes will be available to pupils to minimise any stress or embarrassment caused by wishing to ask a sensitive question.
 - When will RSHE will be taught?
 - RSHE lessons will be delivered weekly in each class in each year group. In addition to discrete, in-class lessons, learning linked to RSHE will be further fully embedded in all curriculum areas (for instance within the wider curriculum) and throughout the school through the modelling of positive attitudes and behaviours by staff, and through the use of assemblies, visitors and educational visits.
 - How will we ensure communication with parents/carers?
 - New City Primary work with parents/carers and want to communicate what is going on in RSHE. Our aim is to offer a meeting every term to explain what will happen in R(S)E, so that parents/carers can, if they wish, talk to their children ahead of lessons. This will allow parents/carers to be ready for any questions that their child may have concerning what they have learnt in school.
 - Whenever sex education (how a baby is made and born), outside of the national curriculum for science, is being taught, a letter will be sent home ahead of the lesson so that parents/carers are aware of what is being taught and in which week. Our intention is to make these lessons as sensitive to the background of all our pupils as possible and our hope is that they will all remain in the lesson so that they learn facts from a teacher rather than second-hand in the playground. However, the school respects the right of parents/carers to remove their children from sex education if they wish. Parents/carers who wish to remove their children from sex education need to inform the school in writing, following a meeting with someone from the SLT to discuss concerns, alternative provision can be made for the child. This process will be documented.
 - Who will be teaching RSHE?
 - RSHE lessons will be delivered by class teachers who are committed to delivering a high-quality RSHE education. It is the responsibility of class teachers to plan and deliver these lessons to pupils. For sensitive topics where it is preferable for a same-sex teacher to deliver the curriculum, this will be arranged by the subject leader and SLT. External visitors may be used to complement but never be used to substitute or replace teacher-planned provision.
 - What training will staff be given?

- All staff receive training on RSHE on a regular basis, updating them on policy and curriculum content and supporting them to deliver high-quality, sensitive and impactful RSHE lessons.
- What materials will be used to deliver RSHE?
 - In New City Primary we have chosen to use a variety of materials to deliver RSHE, from whichever source we think is best suited to our pupils. We are a member of the PSHE Association which allows us access to a number of accredited resources. Parents/carers may request to see resources in advanced of lessons.

Scheme of work - Long Term overview for PSHE that includes RSHE

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED focus	Community – settling into school routines	Identity – All about Me	Relationships	Health	Risk	Independence
	<ul style="list-style-type: none"> • -Settling into the school environment • Separates from main carer with support and encouragement from a familiar adult • Follow nursery routines, e.g. sitting on the carpet, helping at tidy up time. • Shows understanding and cooperates with some boundaries and routines. • Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do 	<ul style="list-style-type: none"> • Name their body parts • Describe themselves using simple adjectives • Expresses own preferences and interests • Shows affection and concern for people who are special to them • Can express their own feelings such as sad, happy, cross, scared, worried • Has a sense of own immediate family and relations • Learns that they have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> ▪ May form a special friendship with another child. ▪ Initiates play, offering cues to peers to join them. ▪ Confident to talk to other children when playing, and will communicate freely about own home and community ▪ Recognise that families may look different to their own ▪ Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. 	<ul style="list-style-type: none"> • Observes the effects of activity on their bodies. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Children can talk about what they like to eat and identify some healthy foods • Can notice and tell adults if they are tired and want to rest 	<ul style="list-style-type: none"> • Model and support to use scissors and other tools • Begin to understand risk of putting things in mouth • Understands that equipment and tools have to be used safely • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Runs safely on whole foot 	<ul style="list-style-type: none"> • Is more outgoing towards unfamiliar people and more confident in new social situations • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • Asks for help when needed • Can usually adapt behaviour to different events, social situations and changes in routine. • Can put their coat on independently and remove/put on clothes for toileting • Can select and use resources with help

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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PSED focus:	Community – settling into school routines	Identity – All about Me	Relationships	Health	Risks	Independence
	<ul style="list-style-type: none"> • Class and school wide rules and expectations • Making new friends • Sharing with others • Tidy up after themselves • Taking turns • Belonging within the school – attending assembly and interacting with other year groups • The 5Cs 	<ul style="list-style-type: none"> • Use relevant adjectives to describe themselves (inc names for hair and eye colours) • Describe their family and talk about family traditions, special memories. • Understand that they are unique, and be able to identify what makes them special • Look at similarities and differences between themselves and others • Celebrate and share their achievements with others 	<ul style="list-style-type: none"> • Play co-operatively and engage in conversation • Learn to solve minor disagreements • Understand that there are different types of families, and what should constitute a health, positive family (e.g. love, safety, respect) • Recognise and express a broad range of emotions • Children recognise unacceptable behaviours such as bullying • They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children • They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. 	<ul style="list-style-type: none"> • Children can sort healthy and unhealthy foods and know some reasons food is/is not healthy • Children understand the importance of good health practices, including sleeping and brushing teeth • Children manage their own basic hygiene and personal needs successfully • They have a basic understanding of germs and dispose of tissues in the bin. • Children know about the health benefits of exercise • Children have simple strategies for helping soothe themselves if they feel sad • Children can talk about caring for others, including pets. 	<ul style="list-style-type: none"> • Identify people who help us in different situations and how to ask for help • Understand that rules in school and at home help to keep them safe • Manage simple risks e.g. walking with scissors, running in the playground • Children are confident to challenge themselves and take risks with the support of an adult 	<ul style="list-style-type: none"> • Make and justify decisions • Children are confident to speak to a class group. • They can talk about the things they enjoy, and are good at, and about the things they don’t find easy. • They are resourceful in finding support when they need help or information. • Children know different ways to manage their own feelings • They can solve simple disputes without adult help • They understand people have different points of view to themselves.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Community	Community	Community	Community	Community and Society	Community and Society
	<ul style="list-style-type: none"> To understand the meaning of the term 'community' and identify features of a school community To name and explain each of the 5C's To discuss 'belonging' and identify and discuss the communities they belong to To consider who in our community can help us at different times To recognise and discuss right/wrong behaviours To understand how choices they make at school effect the school community 	<ul style="list-style-type: none"> To explain what makes their school a community and how they can support new members of the community Recognising role models and authority figures Giving and receiving feedback Identify and discuss different types of communities Consider how our behaviours affect others Identify different strategies to improve our school community 	<ul style="list-style-type: none"> Moving into KS2 and their role in the school community To create a set of values that they feel represents their class community. To discuss role models and authority figures within their own and other communities To research and discuss a topical issue in their school community To research how the school Harvest festival supports the local community and help to raise awareness of it To consider the position of the school within the local community 	<ul style="list-style-type: none"> Behaviours and rights in different communities UN Convention on the Rights of the Child Power and authority within communities To listen to and respect the viewpoints of others To consider why we need rules and laws in our school and national communities Understand how our school community fits into the broader national community 	<ul style="list-style-type: none"> To understand how their own personal and local communities fit into the global community, and the values of our national community (British Values) How laws and rules are made British values, rights and responsibilities Work co-operatively as a group to design their own 'bill' To present and vote on their bills becoming a law To consider career aspirations and how different careers contribute to broader society. 	<ul style="list-style-type: none"> Changing personal responsibilities within the school, community and to themselves. To consider and discuss diversity within British society (linked to Protected Characteristics) To discuss the differences between equality and equity (link to Protected characteristics) To consider how individuals can play a role in UK democracy To consider their career aspirations and their pathways. TO consider how their own choices and behaviour can affect the local, national and global community.
Autumn 2	Identity	Identity	Identity	Identity	Identity	Identity
	<ul style="list-style-type: none"> To describe themselves and recognise their strengths To name their different body parts, and understand that some parts of their body are private. To understand the importance of not judging others by their appearance To compare similarities 	<ul style="list-style-type: none"> To identify their strengths and weaknesses and set a target for improvement To consider different influences on identify . I know about stereotypes and how these can have a negative impact To know how to stand up for themselves and 	<ul style="list-style-type: none"> To consider that multiple aspects form our identity, and which can/cannot be chosen The importance of being true to ourselves Respecting the identity of others Active listening Seeing things from another's point of view To consider that things are not always 'black and white' 	<ul style="list-style-type: none"> To explore visible and invisible aspects of identity To be confident to share our identity with others Strategies to develop self-esteem Strategies to develop resilience To consider ways to relax when we feel intense emotions 	<ul style="list-style-type: none"> Exploring 'British' Identity To understand that differences and similarities between people arise from a number of factors Evaluating images in the media, and their impact To explore 'online identity' To understand about change and loss and the 	<ul style="list-style-type: none"> To reflect on their own identity and values To acknowledge and be respectful regarding the differences of others, including gender identity Challenging biases and stereotypes Online reputations Expressing ourselves with respecting others Private and public identities – respecting a friends right

	<ul style="list-style-type: none"> and differences between themselves and others To discuss their dreams and aspirations To consider how to treat those who are different to us 	<ul style="list-style-type: none"> others To explore the meaning of 'pride' and identify things about themselves they are proud of To reflect on their learning and progress towards their personal goal 		<ul style="list-style-type: none"> To celebrate our identities and achievements 	<ul style="list-style-type: none"> associated feelings (inc moving home, parent separation/divorce, and bereavement). To reflect on how to be resilient when our identity is challenged 	<ul style="list-style-type: none"> to share/express their own identity.
Spring 1	Relationships	Relationships	Relationships	Relationships	Relationships	Relationships
	<ul style="list-style-type: none"> To define the term 'relationship' and consider different types of relationships To discuss different types of families and compare their similarities/differences To work well as a team To exchange opinions with others and consider other viewpoints Different emotions and how they are expressed 	<ul style="list-style-type: none"> To know the different types of bullying To have strategies for dealing with experiencing or witnessing bullying To understand the difference between a secret and a surprise To judge what kind of physical contact is acceptable and unacceptable To understand how to positively communicate emotions to others and to respond to others when they share feelings with them Compare positive and negative behaviours in relationships 	<ul style="list-style-type: none"> To compare different types of relationships To work collaboratively as a group towards a goal To learn to negotiate to solve problems and solve disputes To give and accept constructive praise and feedback to/from others To understand how their actions can affect others <p>To judge what kind of physical contact is acceptable/unacceptable in different situations, and how to respond.</p>	<ul style="list-style-type: none"> To discuss how to maintain positive relationships To consider when appropriate to keep/break secrets/promises To listen respectfully to a wide range of views and constructively challenge different viewpoints To share, receive feedback and defend their own views To consider differences between individuals, including in link to protected characteristics To understand how to form and maintain relationships with individuals who are different to them. 	<ul style="list-style-type: none"> To recognise the skills that are necessary to maintain positive relationships Understand how online relationships may differ to real life To listen to the views of others, challenge them and to express and defend their own views To be sensitive to and respectful of the differences between people, To understand 'peer pressure' and how to cope with it 	<ul style="list-style-type: none"> To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours To learn to cope with dares , judge when they get out of hand and know how to respond To resolve differences by looking at alternatives, seeing & respecting others' points of view, making decisions and explaining choices. To consider reasons for changes in relationships
Spring 2	Health	Health	Health	Health	Health	Health
Concepts and skills taught:	<ul style="list-style-type: none"> To understand what makes food healthy/unhealthy and make healthy choices To recognise the components of a healthy lifestyle 	<ul style="list-style-type: none"> To recognise the different components of a healthy lifestyle Consider how different food groups contribute to a health diet Personal hygiene and 	<ul style="list-style-type: none"> To recognise people who are responsible for helping them stay healthy and safe and ways that they can help these people. To consider strategies for improving their emotional/mental wellbeing 	<ul style="list-style-type: none"> To identify and consider the components of a balanced lifestyle To recognise positive/negative influences on physical, mental and emotional 	<ul style="list-style-type: none"> To understand health is not linked to appearance To learn about some of the physical changes that happen to the body during 	<ul style="list-style-type: none"> To understand the concept of 'dieting' and its consequences To consider and respond to different scenarios that may

	<ul style="list-style-type: none"> To understand the concept and importance of emotional health Make choices to improve their physical & emotional health, and recognise that choices have consequences. Understand proper usage of household products and medicines To set simple goals to improve their physical and emotional wellbeing 	<p>how to maintain it (including dental hygiene)</p> <ul style="list-style-type: none"> To understand how germs are spread and how we can prevent this To understand who can support them in maintaining their health and wellbeing Using medicine safely 	<ul style="list-style-type: none"> To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread. <p>To recognise opportunities to make choices about food and the benefits of eating a balanced diet</p>	<p>health and that these influence individuals to different extents</p> <ul style="list-style-type: none"> To consider how all people can exercise and be physically healthy and active <p>Healthy practices in preparing food</p>	<p>puberty</p> <ul style="list-style-type: none"> To be aware of and know how to manage periods (girls) and erections/wet dreams (boys) To understand how to manage their personal hygiene as they enter puberty To understand how puberty can affect their feelings and emotions To recognise their increasing independence brings increased responsibility 	<p>affect them during puberty</p> <ul style="list-style-type: none"> To understand how stereotypes, prejudices and behaviours such as bullying/peer-pressure can be damaging to health To consider the impact difference life events have on our health Strategies to cope with academic stress
Summer 1	Risk	Risk	Risk	Risk	Risk	Risk
	<ul style="list-style-type: none"> To identify risks in the home environment To identify who can help them in different emergencies and how to contact them To begin to understand ways to stay safe online To know who to go to if they feel worried and how to approach them To recognise that they share a responsibility for keeping themselves & others safe, To understand when it is important to involve a trusted adult 	<ul style="list-style-type: none"> To recognise how our senses can help us to stay safe and healthy To recognise and judge things that may be harmful to put into our body To identify and assess the risk of hazards To understand when to keep and when to break secrets To consider strategies to cope with intense emotions To identify how they can take responsibility for keeping themselves safe 	<ul style="list-style-type: none"> To be able to balance up the risk and benefits of different situations Understand that risk can come from a variety of places, including people they know To understand ways of keeping themselves safe, including ways of refusing or removing themselves from risky/uncomfortable situations To identify online risks and consider how to manage them To understand how to identify hazards and cross a road safely. To navigate a variety of risks and hazards safely 	<ul style="list-style-type: none"> To differentiate between positive and negative risks To identify and discuss different strategies for dealing with failures To recognise and manage dares To understand how to stay safe when cycling To learn basic first aid techniques for different situations and recognise when to get help To consider how their own actions can help others to stay safe 	<ul style="list-style-type: none"> To understand which, why and how, commonly available substances can pose a risk to current health and future health and safety To develop strategies for resisting the pressure to use commonly available substances To understand the risks of sharing personal information on social media. To learn basic techniques for resisting pressure (both from peers and adults) To consider why people may engage in risky behaviour and consider how this could be prevented 	<ul style="list-style-type: none"> To understand how both legal and illegal drugs can affect health To understand what it means to have a habit, why they can be hard to challenge and strategies to break them To consider risks related to gambling To understand that possible risks of staying out later into the evening To identify risks and risky behaviour out and about in the local environment To know and understand the consequences of anti-social behaviour

Summer 2	Making sense of money	Making sense of money	Making sense of money	Making sense of money	Online safety Making sense of money	Transition to secondary school
Concepts and Skills taught:	<ul style="list-style-type: none"> To recognise jobs/chores in the home To understand the difference between needs and wants To identify different places money can come from To think about the feelings involved when we lose money, and what to do if we find it To identify different ways to keep money safe To understand what it means to save money 	<ul style="list-style-type: none"> To understand how people with different jobs get money To prioritise different needs and wants To understand what value means in the context of money To identify different methods of paying for things To consider what options are available if money is lost or found To make and explain moral decisions around lost or found money and personal items. 	<ul style="list-style-type: none"> To describe why they might want to save money and how it can make them feel To understand what it means to be 'enterprising' and consider different ways children can make money To learn a strategy for keeping track of money To understand what it means to spend within a budget To consider the benefits and risks of borrowing and lending To identify reliable and unreliable sources of money 	<ul style="list-style-type: none"> To understand that bills are paid to provide energy in the home To recognise ways that energy is wasted in the home To learn about and consider how much it costs to raise a child To consider why people chose to do different jobs To identify different ways of supporting charities To consider priorities when spending within a budget 	<ul style="list-style-type: none"> To understand the difference between a credit card and a debit card To explore ways people borrow money and the debt this can create To consider what affects peoples choices about how they spend their money To consider how our spending choices can impact people around the world (Fairtrade) To understand how shops influence us to 'impulse buy' To understand some ways of keeping their money safe when using the internet 	<ul style="list-style-type: none"> To reflect on their achievements in primary school and how they accomplished these To identify common worries about moving schools and strategies to cope I know what to expect from my new secondary school To identify their own worries about moving to secondary school and support their peers To reflect on how friendships may change as they move to secondary school To feel positive about their transition to secondary school

It is the aim of New City Primary to provide all our pupils with high quality, pupils sensitive, evidence based and age and developmentally appropriate RSE that is sensitive to our pupils background and needs. If there are any questions about what we teach and why then please contact Annabel Greyling.

The Science long term plan can be found on the New City website at www.newcity.boleyntrust.org