
RELATIONSHIPS & SEX EDUCATION POLICY



RÆDWALD
T · R · U · S · T

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RELATIONSHIPS & SEX EDUCATION POLICY

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1. Purpose

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Alderwood Academy we teach RSE as set out in this policy. This policy has been written in accordance with the Statutory Guidance from the Department for Education (DfE) and in consultation with stakeholders from across the Raedwald Trust. It sets out to explain how the academy delivers Relationship and Sex Education (RSE) and the principles behind this which promote the safeguarding of all pupils at all times in a range of situations.

It is important that pupils are taught and understand about responsible choice and emotional wellbeing as they prepare for adulthood. Our aim is to develop RSE in a holistic way which encompasses a range of topics that are related.

Raedwald Trust committees are committed to:

The importance of educating young people to reflect upon their own feelings and values in order to understand and respect the feelings and values of others.

Empowering individuals to take responsibility for their choices and decisions, and the associated outcomes for their physical, emotional and mental wellbeing throughout their life and to prepare students to develop caring, stable relationships.

2. The Rationale

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

Provide a framework in which sensitive discussions can take place

Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

Help pupils develop feelings of self-respect, confidence and empathy

Create a positive culture around issues of sexuality and relationships

Teach pupils the correct vocabulary to describe themselves and their bodies

Definition

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

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

At Alderwood we focus our RSE delivery around relationships education. However, some content of the upper key stage RSE curriculum does include learning focused around puberty and changes to bodies through a human lifecycle.

As part of our 'Animals Including Humans' Science topic children are taught about how the human body develops over time and are encouraged to use key vocabulary to describe these changes.

We continue to use the DfE definition of sex and relationships education; 'It is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health' (DfEE 'Sex and Relationship Guidance', 2000). The current terminology has been changed from 'Sex and Relationships Education' to 'Relationships and Sex Education' in recognition of the foundational importance of positive and healthy relationships to the understanding of sex education. This change in terminology is reflected in the government's recent guidance outlining the statutory duty on schools to provide this aspect of the curriculum.

We believe it is important to deliver RSE as part of the curriculum because:

Effective RSE is essential if young people are to make responsible and well informed decisions about their lives. RSE goes beyond the biological aspects and addresses the emotional, moral and ethical issues as well as explaining the physical processes and changes that take place. It is important that young people are helped to learn respect for themselves and for others and are able to move with confidence through adolescence and into adulthood in 21st Century Britain. It will also promote the responsible use of Social Media and the Law.

Relationships and sex education provides our students with the ability to have the fundamental knowledge necessary to express themselves freely and safely in an environment which promotes a positive body image based in respectful relationships with others.

We are required to teach RSE because:

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life.

It is essential for the following reasons:

Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.

Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.

Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. The Health Education and Relationships Education (primary) and the secondary Relationships and Sex Education (RSE) aspects of PSHE education will be compulsory in all schools from 2021.

A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

3. Equal Opportunities and Inclusion

In order for the policy to remain relevant it should be reviewed annually, taking into account the current demographic of the school including the:

Number, age, background, culture, faith, difference and diversity, discrimination, gender, race, religion, sexuality and ability of the current group of pupils attending the school. Local health data will be used to support provision as well as student, parent, staff and governor consultation.

In addition all pupils attending a Raedwald Trust Academy will receive RSE at a level that is appropriate to them to meet their individual needs.

4. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

The RSE curriculum is designed to ensure that our students learn the knowledge and are taught the life skills they will need to stay safe and to develop healthy and supportive adult relationships; learning particularly how to deal with the challenges of growing up in an online world. RSE is lifelong

learning about physical, moral and emotional development. It is about understanding the importance of relationships for successful family life, recognising stable and loving relationships in all their forms and promoting respect, love and care.

It is also concerned with the teaching of sex, sexuality, and sexual health as part of a loving and trusting relationship: creating a positive culture around issues of sexuality and relationships. It is not, however, about the promotion of sexual orientation or sexual activity. The curriculum prepares pupils for puberty and gives them an understanding of sexual development and the importance of health and hygiene. It teaches students the correct vocabulary to use to describe themselves, their bodies and their relationships.

Statutory Guidance from the Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education states that pupils will receive the following content:

By the end of primary school pupils should have covered:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online Relationships
- Being Safe

By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

- Families
- Respectful relationships, including friendships
- Online and Media
- Intimate and sexual relationships, including sexual health

RSE is included in the PSHE curriculum which is delivered across all key stages and also includes Health Education topics such as:

- | | |
|------------------------------|---------------------------|
| -Mental wellbeing | -Internet safety and harm |
| -Physical health and fitness | -Healthy eating |
| -Drugs, alcohol and tobacco | -Health and prevention |
| -Basic First Aid | -Changing adolescent body |

Curriculum Overview – An overview of which topics are taught when can be found in appendix 1. Pupils will be taught in mixed groups on most occasions; however some sessions will be single sex where deemed appropriate.

5. Delivery

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

At Alderwood PSHE is delivered throughout the entire placement of each pupil and RSE is woven into this. As well as RSE, the PSHE curriculum includes the delivery of Health and Well-being, Living in the Wider World, Spiritual, Moral, Social and Cultural development and British values. All of these topics are revisited throughout the pupil's placement to embed skills and knowledge learned.

Throughout the delivery of RSE at Alderwood we make cross curricular links providing the pupils the opportunity to read a series of fiction and non-fiction texts (Reading), writing opportunities (English) and within the Y5/6 RSE explore the topic of puberty and growing (Science).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

Families and people who care for me

Caring friendships

Respectful relationships

Online relationships

Being safe

For more information about our RSE curriculum, see Appendices 1

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support.

Pupils will be taught by qualified and trained members of staff.

Pupils will be taught within weekly PSHE lessons and supported by further work in other subject areas, form time, Awareness Days and across the ethos of Trust.

6. Staff Approach and Training

6.1 The Board of Trustees

The Board of Trustees and CEO will approve the RSE policy, and hold the Head of School to account for its implementation.

6.2 The Head of School

The Head of School is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

6.3 Staff

Staff are responsible for:

Delivering RSE in a sensitive way

Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual pupils

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of School.

Staff who will deliver the RSE curriculum at Alderwood are the site based teachers.

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

The Head of School will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. Staff delivering RSE throughout the curriculum will have regular training to update them with the most current information and legislation. It will also address the most up to date social influences and how to address these appropriately.

Staff will approach and deliver RSE in an unbiased and objective way within the boundaries of current National guidance provide by the government and the PSHE Association.

On occasions we will use outside agencies with specific expertise to support our broad and balance curriculum. These adults will be subject to checks.

7. Withdrawal Procedure

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

In secondary education from September 2021:

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that ‘if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.’
- Where pupils are withdrawn from sex education, schools should document the process and will have to ‘ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.’

8. Monitoring and Evaluation

To ensure that the RSE programme is effective; is meeting the needs of students and complies with RSE guidelines, the following strategies will be used to quality assure our curriculum:

- Evaluation from students after specific topics or at the end of academic years.
- Feedback from teaching staff with regards to our schemes of work.
- Teaching staff will keep up to date with current practice and curriculum changes to ensure our teaching is relevant and appropriate.

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

Parent/stakeholder consultation – parents and any interested parties were sent the draft RSE Policy too.

Pupil consultation – we investigated what exactly pupils want from their RSE

Ratification – once amendments were made, the policy was shared with Trustees and ratified

The delivery of RSE is monitored by Tom Baker, Head of School at Alderwood Academy through:

Learning walks

Lesson observations

Planning reviews

Book reviews

Pupil progress

Staff feedback

Pupil and parent questionnaires

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

This policy will be reviewed by Tom Baker, Head of School at Alderwood Academy annually. At every review, the policy will be approved by the Trust board and LEC committee and Head of School

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • 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 • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive

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

Appendix 2: KS2 Curriculum Map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Y3/4	Autumn	How to communicate their feelings to others.	
Y5/6		To recognise and develop positive, healthy relationships. To recognise ways in which a relationship can be unhealthy. How to respond to unacceptable contact.	
Y3/4	Spring	To recognise what is fair and unfair, etc. That people's bodies and feelings can be hurt. To recognise when people are being unkind and how to respond. The difference between secrets and nice surprises. To offer constructive support and feedback to others.	
Y5/6		To recognise and respond appropriately to a wider range of feelings in others. The concept of 'keeping something confidential or secret'. To listen and respond respectfully to a wide range of people. To recognise and manage 'dares'. How to recognise bullying and abuse in all its forms. To understand personal boundaries.	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Y3/4	Summer	<p>How to recognise that their behaviour can affect other people.</p> <p>To share their opinions. To listen and play/work cooperatively.</p> <p>About acceptable physical contact.</p> <p>To recognise different types of bullying.</p> <p>Strategies to resist bullying and how to get help.</p> <p>The differences and similarities between people.</p> <p>To identify their special people (e.g. family).</p>	
Y5/6		<p>That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</p> <p>That forcing anyone to marry is a crime.</p> <p>Names of the body parts and basic knowledge about the changes that take place over their lifespan</p>	

Appendix 3: KS2 Curriculum Overviews

KS2 Building Pathway 2/21 (Y3/4)												
	Cycle A (19 weeks)						Cycle B (19 weeks)					
	Unit 1		Unit 2		Unit 3		Unit 4		Unit 5		Unit 6	
Topic theme	What a Wonderful World		Space		Anglo-Saxons/Vikings		Animals including humans		Inventions		Ancient Greece	
												
Driving Question	Where is the wonder in the wonderful world?		What planet could we live on?		Am I related to an Anglo-Saxon?		Should animals be kept in zoo's?		Are all inventors' geniuses?		Who let the gods out?	
Experience	Beach visit		Planetarium		Sutton Hoo		Colchester Zoo		Theatre performance			
Literature Spine 1 st column KS1 2 nd column LKS2 / UKS2	David Attenborough KS1	James and the Giant Peach LKS2	Toys In Space	The King of Space (comic style)	Hiccup – The Seasick Viking	How to train your dragon (LKS2)	Where the wild things are	The Variety of Life	Traction Man	George Marvellous Medicine (LKS2)	So you think you've got it bad? A kids life in Ancient Greece	Who let the God's out? (UKS2)
	A ticket around the world KS1	Greta and the Giant LKS2	If you were the Moon (poetry book)	T'was the night before Christmas	How to be a Viking	There's a Viking in my bed (LKS2)	There's a rang-tan in my bedroom	Toad Rage (LKS2)	Chitty Chitty Bang Bang: An illustrated classic	Chitty Chitty Bang Bang Flies Again (LKS2)	Beasts of Olympus	Leo and the Gorgons Curse (LKS2)
	Grandads Island KS1 (bereavement)	The boy who grew dragons LKS2	The Way Back Home	Cosmic (UKS2)	The Littlest Viking	Anglo Saxon Boy (UKS2)		The Wind in the Willows	Iron Man	Operation Gadget		Great Greece – fun poems for kids about ancient Greece
			Look Up (cultural diversity)			How to be a Hero – Viking						

PHSE literature spine:						Trilogy (local author)				man (LKS2)		
Writing genre	Traditional Tale (x3 weeks)	Newspaper (x3 weeks)	Non-chronological report (x2 weeks) X1 flexi	Poetry (x3 weeks) X1 flexi	Diary entry (x3 weeks)	Instructional texts	Non-chronological report (x3 weeks)	Traditional tale (x3 weeks)	Instructional writing (x3 weeks)	Formal letters (x3 weeks)	Newspaper (x3 weeks)	Poetry
Maths Unit	Place Value (x2 weeks) Addition and Subtraction (x 1 week)	Addition and Subtraction (x 1 week) Fractions (x2 weeks)	Multiplication and division (x3 weeks)	Place Value (x1 weeks) Addition and Subtraction (x 2 weeks)	Multiplication and division (x2 weeks) Fractions (x1 week)	Time (x1week) Measurement and money (x2 weeks)	Place Value (x2 weeks) Addition and Subtraction (x 1 week)	Addition and Subtraction (x 2 weeks) Fractions (x1 weeks)	Multiplication and division (x3 weeks)	Place Value (x1 weeks) Addition and Subtraction (x 2 weeks)	Multiplication and division (x2 weeks) Fractions (x1 week)	Time (x1week) Measurement and money (x2 weeks)
Festivals and Celebrations	Whole School games afternoon Real life Cluedo		School Fair Performance/shared feast		Build a recycled structure School Exhibition		School Fair School Shadow Puppet Show		Testing of ride designs Mocktails and Movie afternoon		Persuasive Presentation Home-made medicines	
Science	Plants		Light/Electricity		Living Things and Habitats		Human Body		Forces & Magnets		States of Matter	
PSHE	Health and Well-being (3 weeks)	Living in wider world (2 weeks) SMSC & BV (1 week)	Relationships and sex education (2 weeks) SMSC & BV (1 week)	Health and well-being (2 weeks) SMSC & BV (1 week)	Living in wider world (2 weeks) SMSC & BV (1 week)	Relationships and sex education (2 weeks) SMSC & BV (1 week)	Health and Well-being (3 weeks)	Living in wider world (2 weeks) SMSC & BV (1 week)	Relationships and sex education (2 weeks) SMSC & BV (1 week)	Health and well-being (2 weeks) SMSC & BV (1 week)	Living in wider world (2 weeks) SMSC & BV (1 week)	Relationships and sex education (2 weeks) SMSC & BV (1 week)
RE	Christianity (x5 weeks) x1 flexi		Hinduism (x5 weeks) x 1 flexi		Places of worship (x5 weeks) x 1 flexi		Sikhism (x5 weeks) x 1 flexi		Christianity (events in holy week) (x5 weeks) x 1 flexi		Islam (x5 weeks) x 1 flexi	
PE	Swimming		Swimming		Swimming		Swimming		Swimming		Swimming	

Art/DT	Drawing	Painting	Sculpture	Arts & Crafts	Artists	Arts & Crafts	Sculpture	Painting	Drawing	Arts & Crafts	Artists	Painting
Humanities	Map skills Y3 (Geog)		Water Cycle Y4 (Geog)		Anglo-Saxons/Viking Y3/4 (Hist)		European areas Y3 (Geog)		Changes in Britain Y4 (Hist)		Ancient Greece Y4 (Hist)	
	Using and applying skills to thread throughout units – with a focus on using Clicker7						Using and applying skills to thread throughout units – with a focus on using Clicker7					
Wider Curriculum and Character Education												
World of Work Visitor	PCSO Visit		Pizza Express Workshop		National Trust Employee Encounter		Zoo Employee Encounter		Behind the Scenes Theatre Tour		Ipswich Borough Council (Park Ranger) Employment Encounter	
Volunteering & membership	National Trust Education Group Membership						Colchester Zoo Animal Adoption					
Sport	Swimming/Outdoor Adventure						Swimming/Outdoor Adventure					

KS2 Building Pathway 21/22 (Y5/6)

Learning Themes													
	Cycle A (19 weeks)						Cycle B (19 weeks)						
	Unit 1		Unit 2		Unit 3		Unit 4		Unit 5			Unit 6	
Topic theme	What a Wonderful World		Space		Vikings		Animals including humans		Inventions			Ancient Greece	
													
Driving Question	Where is the wonder in the wonderful world?		What planet could we live on?		Were the Vikings really Vicious?		Should animals be kept in zoo's?		Are all inventors' geniuses?			Who let the gods out?	
Locality Experience	Beach visit		Planetarium		Sutton Hoo		Colchester Zoo		STEM?				
Literature Spine	David Attenborough KS1	James and the Giant Peach LKS2	Toys In Space	The King of Space (comic style)	Hiccup – The Seaisick Viking	How to train your dragon (LKS2)	Where the wild things are	The Variety of Life	Traction Man	George Marvellous	So you think you've got it bad?	Who let the God's out? (UKS2)	
1 st column KS1	A ticket around the world KS1	Greta and the Giant LKS2	If you were the Moon (poetry book)	T'was the night before Christmas	How to be a Viking	There's a Viking in my bed (LKS2)	There's a rang-tan in my bedroom	Toad Rage (LKS2)	Chitty Chitty Bang Bang: An illustrated classic	Medicine (LKS2)	A kids life in Ancient Greece	Leo and the Gorgons Curse (LKS2)	
2 nd column LKS2 / UKS2	Meerkat Mail	The boy who grew dragons LKS2	The Way Back Home	Cosmic (UKS2)	The Littlest Viking	Anglo Saxon Boy (UKS2)		The Wind in the Willows	Iron Man	Chitty Chitty Bang Bang Flies Again (LKS2)	Beasts of Olympus	Great Greece – fun poems for kids about ancient Greece	
	Grandads Island KS1 (bereavement)		Look Up (cultural diversity)			How to be a Hero – Viking Trilogy				Operation Gadgetm			

						(local author)					an (LKS2)		
Writing genre	Short story Setting description	Newspaper	Non-chronological report	Poetry (alliteration and onomatopoeia)	Diary entry	Newspaper	Non-chronological report	Grimms Brother Fairy Tales	Instructional writing	Formal letters Persuasive Letters	Autobiography / biography	Poetry (Haiku/Cinquain)	
Maths Unit	Place Value (x2 weeks)	Addition and Subtraction (x 2 week)	Multiplication and division (x3 weeks)	Fraction – equivalents Addition and subtraction X2 fractions Place value 1 week	Fractions (x2 week) Time (1 week)	Time (x1week) Measurement and money (x2 weeks)	Place Value (x2 weeks) Addition and Subtraction - number bonds (x1 week)	Addition and Subtraction (x 2 week) Multiplication x10,100,100 1 week	Multiplication and division (x3 weeks)	Fraction – equivalents Addition and subtraction X2 fractions Place value 1 week	Fractions (x2 week) Time (1 week)	Time (x1week) Measurement and money (x2 weeks)	
Science	Human Body - Circulatory System (Animals Including Humans)		Earth and Space		Light and electricity		Animals Including Humans (Y6)		Forces & Magnets		Properties and changes in Materials		
PSHE	Health and Well-being (3 weeks)	Living in wider world (2 weeks) SMSC & BV (1 week)	Relationships and sex education (2 weeks) SMSC & BV (1 week)	Health and well-being (2 weeks) SMSC & BV (1 week)	Living in wider world (2 weeks) SMSC & BV (1 week)	Relationships and sex education (2 weeks) SMSC & BV (1 week)	Health and Well-being (3 weeks)	Living in wider world (2 weeks) SMSC & BV (1 week)	Relationships and sex education (2 weeks) SMSC & BV (1 week)	Health and well-being (2 weeks) SMSC & BV (1 week)	Living in wider world (2 weeks) SMSC & BV (1 week)	Relationships and sex education (2 weeks) SMSC & BV (1 week)	
RE	Humanism		Christianity (Christmas Story in The Bible)		Buddhism		Sikhism		Christianity (The Crucifixion)		Islam		

Art/DT	Drawing	Painting	Sculpture	Arts & Crafts	Artists	Arts & Crafts	Sculpture	Painting	Drawing	Arts & Crafts	Artists	Painting
Humanities	Locational/geographical - Longitude and Latitude		Human and physical - Earthquakes and volcanoes		Vikings		Place Study – North/South America		Crime and Punishment		Ancient Greece	
	Using and applying skills to thread throughout units – with a focus on using Clicker7						Using and applying skills to thread throughout units – with a focus on using Clicker7					