



SEATHORNE
PRIMARY
ACADEMY

Personal, Social, health and Economic
(PSHE) Policy
With Relationships and Sex Education (RSE)

Policy agreed
Policy owner
Policy reviewed

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Personal, Social, Health and Economic Education (PSHE) Policy
With Relationships and Sex Education

At Seathorne Primary Academy, PSHE (Personal, Social, Health and Economic Education) is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe.

PSHE provides the children with the building blocks for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy.

As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for our pupils. At Seathorne, we teach discrete PSHE lessons, and we aim to ensure that the skills and knowledge children learn, flow throughout other aspects of school life as well.

Our Intention in Teaching PSHE

At Seathorne Primary Academy we aim to help our young people prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

This will be implemented by creating a programme of study for PSHE that is relevant to our academy context and our children; we will build our programme on the 1Decision programme, supplementing and adapting it where necessary. Within our PSHE curriculum, we also plan to teach effective Relationships and Sex Education (RSE). It is also very closely linked to teaching about Human Development in the National Curriculum for Science.

Our ultimate aims are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare pupils for growing up and the physical changes they might experience during that time

- 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

What is Relationships Education?

Relationships Education in our academy aims to establish the building blocks needed for having positive and safe relationships, including those within families, with friends and people online. Your child will be taught what relationships can look like, that there are different types of relationships, what healthy and happy relationships look and feel like including what friendship is, what family means and how to identify people who can support them.

Seathorne will also continue to give regular opportunities to learn about how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content around:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

What is Sex Education?

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for Science. In Appendix 2 we identify the few aspects of non-statutory Sex Education that fall outside of Science and other related elements (for example, the physical changes associated with puberty) within statutory Health Education.

RSE is not about the promotion of sexual activity.

How will we teach PSHE or aspects of RSE?

Our staff seek to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. At the beginning of each year, every class sets ground rules that children must follow during PSHE lessons based around respecting each other's views, thoughts and questions. This creates a safe and supportive learning environment and allows children to feel comfortable and able to speak openly and honestly.

At Seathorne Primary Academy, we promote the needs and interests of all pupils, irrespective of gender, culture or background. All teachers take into account the children's age, ability and readiness.

When will it be taught?

P.S.H.E and RSE will be taught through specific planned curriculum time as well as, for example

- assemblies,
- class discussions/circle time
- lessons in response to events or issues arising (for example, antisocial behaviour out of school, bereavement or loss, persistent friendship difficulties in school, national or international major incidents, global pandemic response etc).

We also aim to meet the needs of the children through curriculum enrichment activities where we can; these might include Mental Health Awareness week, Safer Internet Day, walk to school week, Children's Rights Day, or visits from organisations such as the NSPCC.

PSHE in the Early Years and Foundation Stage (Nursery and Reception)

In the Early Years, **PSED** (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning. It includes;

- Making relationships
- Self-confidence and self-awareness Managing feelings and behaviour

Planning is often child-led to reflect the interests of and the needs of the children, as well as planned opportunities for teaching that are teacher-led. Children take part in discussion regularly about life and learning.

PSED is a fundamental building block in a child's development and underpins the whole curriculum.

PSHE in Key Stage One and Two (Years 1-6)

Within Key Stage 1 and 2, PSHE lessons are often more structured and follow the scheme of work that is in place. Children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy.

British Values

We promote British Values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum.

We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate.

We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

British Values are closely linked with our Seathorne Values –

Respect, Honesty, Courage, Hope, Acceptance, Determination, and Friendship and Love

Assessment, Recording, Reporting and Monitoring

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know and understand at the end of each year and key stage. Assessment should offer the children the opportunity to reflect on their own progress.

Pupils' work is recorded in 1Decision books, and in pupil workbooks for PSHE and other relevant subjects such as Science.

PSHE will be reported to parents/ carers in children's annual written reports and may be discussed in parent-teacher meetings.

The quality of provision in PSHE will be monitored and evaluated as part of our academy evaluation cycle, through for example, lesson observations, pupil interviews and other sources such as how children approach challenges in friendships on a daily basis.

Inclusion, including meeting the needs of SEND pupils

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHE is taught inclusively to **all** children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity.

The PSHE curriculum is in line with the single equality duty policy. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy.

Resources

1Decision resources are available through teachers books, pupil work books and extensive online resources. The leader for PSHE/RSE will ensure that other resources are available as required, wherever possible as appropriate.

Professional Development and Training

The PSHE subject leader ensures they are kept informed of relevant changes to aspects of PSHE. The subject leader will support colleagues in the teaching of PSHE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school.

Links to examples of other relevant policies

Good Behaviour and Discipline
Anti-bullying
Safeguarding
Online safety
SEND Inclusion
Science

Appendix 1

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PSHE 1 Decision	<p>Road safety - how we can stay safe when crossing the road and travelling a vehicle.</p> <p>Tying shoelaces - how we can prevent accidents that are often caused when rushing around.</p> <p>Healthy Eating - How we can make healthy food choices and what might happen if we choose to eat too much unhealthy food.</p> <p>Washing Hands - Why we should wash our hands and the potential consequences of not washing our hands.</p> <p>Practice Makes Perfect - setting goals and developing skills and strategies to achieve those goals.</p> <p>Water Spillage - Different ways we can cause accidents and how we can prevent accidents from happening.</p> <p>Jealousy - recognising strengths of our own and of those around us and how to deal with feelings of jealousy.</p> <p>Worry - Identify what they can do and who they can talk to if they feel worried about something.</p> <p>Online Bullying - At being kind and thoughtful online and in real life and allows students to explore what they can do if they feel bullied online.</p>	<p>Staying Safe - looks at the dangers of venturing off with people we don't know very well.</p> <p>Brushing teeth - Why we should brush our teeth and the potential consequences of not brushing our teeth often enough.</p> <p>Helping someone in need - How we can help others at home and in the community and the risks of helping someone we don't know very well.</p> <p>Anger - differences between healthy and unhealthy anger and enables students to identify ways they can manage their anger.</p> <p>Image Sharing - At the types of images we shouldn't share online and how quickly an image can be shared.</p> <p>Making Friends online - steps we should take to keep ourselves safe and the dangers of meeting someone from the internet in real life.</p> <p>Money Matters - looking at money and how items cost money and how we can save money for special items.</p>	<p>Leaning out of windows - looks at the dangers of heights and various dangers we may find in our homes and communities.</p> <p>Medicine - Why we take medicine and the dangers of taking medicine without a trusted adult's permission.</p> <p>Stealing - Differences between stealing and borrowing and enables students to identify emotions associated with losing a special possession.</p> <p>Grief - different feelings we can experience when we lose someone or something we loved dearly and enables students to identify ways they can cope when grieving.</p> <p>Computer safety documentary - recaps all of the learning points from the topics and allows students to identify more ways to keep themselves safe online.</p>	<p>Cycle safety - Distractions on the road and how our actions can cause other harm.</p> <p>Healthy Living - How certain types of food can affect our performance in a sports event.</p> <p>Coming home on time - Explores rules and guidelines children may have to follow.</p> <p>Jealousy - How the feeling of jealousy can arise when someone new is introduced to a friendship group.</p> <p>Online Bullying - Looks at the actions we can take if we feel like we are being bullied online.</p> <p>Chores at home - Explores the responsibility that children may have now and in the future.</p> <p>Breaking Down Barriers - Explores removing barriers and supporting those who have physical disabilities.</p>	<p>Peer Pressure - How we can be influenced and pressured to make unsafe choices.</p> <p>Smoking - Explores how someone can be pressured in to smoking.</p> <p>Looking out for others - Exploring the responsibilities we have if we witness someone being bullied.</p> <p>Anger - Looks at the ways in which we can manage our emotions when we are unable to do something we wanted to.</p> <p>Image sharing - How can we be pressured in to sending images and how to manage this.</p> <p>Enterprise - Looks at how children can help pay for items they would like.</p> <p>Inclusion and acceptance - Explores the topic of a child having same sex parents.</p>	<p>Water Safety - Explores the topic of trespassing and the dangers of swimming in open or unknown waters.</p> <p>Alcohol - Explores the dangers of alcohol and how people can be affected by alcohol in different ways.</p> <p>Stealing - Explores the topic of taking something from a family member without asking.</p> <p>Worry - Looks at transition and the feelings a child can have when starting a new school.</p> <p>Making friends online - Looks at the dangers of meeting people we have spoken to online.</p> <p>In App-Purchases - A subtle introduction to debt and looks at paying for items through apps and games.</p> <p>British Values - Looks at how we can be inclusive and ensure everyone's beliefs and needs are respected.</p>

KS1

Key Stage 1 aims for 30 minutes per week to the PSHE/RSE curriculum per week with additional time as required.

KS2

Key Stage 2 aims for 45 minutes per week to the PSHE/RSE curriculum per week with additional time as required.

Sometimes, the units of learning may be 'blocked' if appropriate (taught over a shorter period of time, rather than in shorter weekly lessons – for example, two afternoons for three weeks).

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PSHE 1Decision	<p>Road safety - how we can stay safe when crossing the road and travelling in a vehicle.</p> <p>Tying shoelaces- how we can prevent accidents that are often caused when rushing around.</p> <p>Healthy Eating - How we can make healthy food choices and what might happen if we choose to eat too much unhealthy food.</p> <p>Washing Hands- Why we should wash our hands and the potential consequences of not washing our hands.</p> <p>Practice Makes Perfect - setting goals and developing skills and strategies to achieve those goals.</p> <p>Water Spillage- Different ways we can cause accidents and how we can prevent accidents from happening.</p> <p>Jealousy – recognising strengths of our own and of those around us and how to deal with feelings of jealousy.</p> <p>Worry - Identify what they can do and who they can talk to if they feel worried about something.</p> <p>Online Bullying - At being kind and thoughtful online and in real life and allows students to explore what they can do if they feel bullied online.</p>	<p>Staying Safe - looks at the dangers of venturing off with people we don't know very well.</p> <p>Brushing teeth - Why we should brush our teeth and the potential consequences of not brushing our teeth often enough.</p> <p>Helping someone in need - How we can help others at home and in the community and the risks of helping someone we don't know very well.</p> <p>Anger - differences between healthy and unhealthy anger and enables students to identify ways they can manage their anger.</p> <p>Image Sharing - At the types of images we shouldn't share online and how quickly an image can be shared .</p> <p>Making Friends online - steps we should take to keep ourselves safe and the dangers of meeting someone from the internet in real life.</p> <p>Money Matters - looking at money and how items cost money and how we can save money for special items.</p>	<p>Leaning out of windows - looks at the dangers of heights and various dangers we may find in our homes and communities.</p> <p>Medicine - Why we take medicine and the dangers of taking medicine without a trusted adult's permission.</p> <p>Stealing- Differences between stealing and borrowing and enables students to identify emotions associated with losing a special possession.</p> <p>Grief - different feelings we can experience when we lose someone or something we loved dearly and enables students to identify ways they can cope when grieving.</p> <p>Computer safety documentary - recaps all of the learning points from the topics and allows students to identify more ways to keep themselves safe online.</p>	<p>Cycle safety - Distractions on the road and how our actions can cause other harm.</p> <p>Healthy Living - How certain types of food can affect our performance in a sports event.</p> <p>Coming home on time - Explores rules and guidelines children may have to follow.</p> <p>Jealousy How the feeling of jealousy can arise when someone new is introduced to a friendship group.</p> <p>Online Bullying - Looks at the actions we can take if we feel like we are being bullied online.</p> <p>Chores at home - Explores the responsibility that children may have now and in the future.</p> <p>Breaking Down Barriers - Explores removing barriers and supporting those who have physical disabilities.</p>	<p>Peer Pressure - How we can be influenced and pressured to make unsafe choices.</p> <p>Smoking- Explores how someone can be pressured in to smoking.</p> <p>Looking out for others - Exploring the responsibilities we have if we witness someone being bullied.</p> <p>Anger - Looks at the ways in which we can manage our emotions when we are unable to do something we wanted to.</p> <p>Image sharing - How can we be pressured in to sending images and how to manage this.</p> <p>Enterprise Looks at how children can help pay for items they would like.</p> <p>Inclusion and acceptance - Explores the topic of a child having same sex parents.</p>	<p>Water Safety - Explores the topic of trespassing and the dangers of swimming in open or unknown waters.</p> <p>Alcohol - Explores the dangers of alcohol and how people can be affected by alcohol in different ways.</p> <p>Stealing - Explores the topic of taking something from a family member without asking.</p> <p>Worry - Looks at transition and the feelings a child can have when starting a new school.</p> <p>Making friends online - Looks at the dangers of meeting people we have spoken to online.</p> <p>In App-Purchases - A subtle introduction to debt and looks atX paying for items through apps and games.</p> <p>British Values - Looks at how we can be inclusive and ensure everyone's beliefs and needs are respected.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
RSE X-Link 1Decision	<p>Bullying - How our actions and words can affect others, and it enables students to explore kind and positive behaviours.</p> <p>Growing in Our World- explores the human cycle and how our families are special and unique.</p> <p>Boys' and girls' bodies</p> <ul style="list-style-type: none"> - Understanding that growing and changing is natural and happens to everyone at different rates. - Personal hygiene and why routines are important. <p>My changing body</p> <ul style="list-style-type: none"> - Introduce growing and changing -understanding that growing and changing is natural and happens to everybody at different rates. <p>To recognise that all families are different – can include LGBTQ+</p>	<p>Friendship- how we behave within our friendships and how these behaviours can affect others.</p> <p>The changing me – <i>Where am I on the journey from young to old and what changes can I be proud of?</i></p> <ul style="list-style-type: none"> -Body Language -Friendship <p>Boys and girls</p> <ul style="list-style-type: none"> -Male and female stereotypes - how we feel about the differences between boys, girls and stereotyping. -Differences between males and females including naming body parts. - which parts of me are private. 	<p>Body Language- Recognising how other people may be feeling and allows students to explore different ways we can express our emotions.</p> <p>Touch - Looks at appropriate and inappropriate touch and enables students to explore who they can talk to if they feel uncomfortable in a relationship.</p> <ul style="list-style-type: none"> - to know that a person has a right to say whether they like/dislike and ways to deal with unwanted touch. - Understanding of appropriate touch. -Understanding family make up (including extended family) - Who to go to for help and support. 	<p>Appropriate Touch - Explores the difficult subject of how relationships can be unhealthy and uncomfortable.</p> <ul style="list-style-type: none"> - to know that a person has a right to say whether they like/dislike and ways to deal with unwanted touch. - Understanding of appropriate touch. - Who to go to for help and support. <p>Having a baby - The choice to have a baby, the parts of the men and women parts that make babies – in simple terms. (How this happens via a story called 'Where Willy Went.)</p> <p>Puberty for girls (Discreetly taught if needed to smaller groups).</p> <ul style="list-style-type: none"> - Physical changes to the outside of our body. - Physical changes to the inside of our body. 	<p>Puberty – The different changes boys and girls go through during puberty.</p> <p>Outside changes to our body</p> <ul style="list-style-type: none"> - How our bodies need to change, so they can make babies when we grow up . - Outside changes and how we feel about them. <p>Inside body changes</p> <ul style="list-style-type: none"> - How our bodies need to change, so they can make babies when we grow up. - inside changes including menstruation and how we feel about it. - The importance of looking after ourselves. - Developing an understanding of changes for both sexes - reassurance and exploring feelings. 	<p>Conception - (Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life.) - Consolidating understanding of physical and emotional changes and how they affect us. - Consolidating yr5 science unit 'reproduction of humans' how a baby is created from an egg and sperm, to a foetus.</p>
Enrichment	Road Safety Partnership resources	Fire safety workshop? e-safety – CEOP Lee and KIm	(NSPCC Let's Talk about Pants)	(NSPCC Let's Talk about Pants)	Modern Slavery workshop	
	www.anti-bullyingalliance.org.uk www.thinkuknow.co.uk www.bbc.co.uk/teach Pride month - June					

Appendix 2

Coverage of Sex Education and Non-Statutory Sex Education

In our Academy, almost all aspects of Sex Education are taught in Science or as part of Personal, Social, Health and Economic education (PSHE). We believe that this learning gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

We recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age and developmentally appropriate answers from us rather than it being left to their peers or the internet.

As part of statutory Health Education, children are taught in an age-appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the Science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals. This will include finding out about different types of reproduction and comparing how different animals reproduce and grow. It will also include learning about gestation periods in animals including humans, and how babies grow in the womb.

Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which focus on emotional changes and menstruation. These lessons will begin in Year 4 and continue to be revisited and extended in Year 5. These lessons form part of the statutory requirements for Health Education.

Non-Statutory Sex Education

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some additional non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Years 5 and 6. Parents will be notified in advance so they are aware that children may come home with questions that they could prepare for. Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father;

- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means
- how babies are born
- learning will include ways babies can be conceived, and some light touch discussion of contraception.

Here is a link, where part of the video can be viewed if you wish to see it:

<https://www.1decision.co.uk/resources/parent-carer-zone>

This material will be delivered by the classroom teacher, and we will provide information to parents/ carers so that they can support and guide their children as well. This ensures that the children should see that Relationships and Sex Education is something we can all talk about.

Our class teachers know our children well. They are very likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic.

Boys and girls are taught all aspects of Sex Education together. We believe it is important for both girls and boys to learn about each other's bodies, changes and experiences. By keeping children together, children learn to talk openly without embarrassment in front of each other. It helps us foster a better understanding of each other, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender.

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons if they wish to.

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request from the PHSE Leader.

We have laid out our programme of study (taught within the context of Relationships Education, PSHE and Science) in Appendix 1.

Right to Withdraw Children from non-Statutory aspects of Sex Education

Before granting any request from parents to withdraw their child from these specific lessons, we would expect to discuss the request with the parents or carers, and with the child, to ensure that their wishes are understood as well. If the parent/carers final request is still to withdraw their child from sex education, we would ensure the child has other appropriate and purposeful education during that lesson.

The purpose of the discussion would be for us to listen to any concerns raised and give us opportunity to explain very clearly what would be taught and how.

We hope that the vast majority of parents/carers see the importance and value of this additional module and will support us in teaching it.

Appendix 3

RSE Vocabulary

At Seathorne Primary Academy, we endeavour to use appropriate vocabulary to widen the children's knowledge of the world around them. The vocabulary below will be introduced within the following year groups:

Reception	dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, toothbrush, hairbrush, comb, family, mum, dad, brother, sister, grandma, grandad, step-mum, step-dad, family, fostering, adoption, relationships.
Year 1	clean, similar, different, family, girl, boy, male, female, private parts, penis, vagina, lesbian, gay, bisexual, transgender.
Year 2	similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vagina
Year 3	stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb, breasts, relationship, lesbian, gay, bisexual, transgender.
Year 4	Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional feelings
Year 5	puberty, physical changes, emotional changes, mood, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial, underarm hair, masturbation, sexual feelings.
Year 6	Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, surrogacy, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety, IVF (In Vitro Fertilisation), lesbian, gay, bisexual, transgender.

This list is not exhaustive – other vocabulary may be introduced and taught if appropriate or reflects the questions and experiences of the children themselves.

Children are inquisitive and may ask questions or want to know the definition of vocabulary or concepts that may not planned for in our curriculum. Should this happen, we will deal with sensitively and we will encourage the children to speak to their parents or carers.