



## Relationships and Sex Education Policy

**Date Agreed by Governors: May 2022**

**Review Date:** \_\_\_\_\_

**Signed:** \_\_\_\_\_ (Chair of Governors)

**Signed:** \_\_\_\_\_ (Headteacher)

## 1. Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide an open forum 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
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children
- Help children to understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations, protect themselves and make pupils aware of how to raise concerns or ask for support

Sherdley Primary School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Health and Economic (PSHE) Education curriculum and serve as an integral part of the overall focus on keeping children safe, as detailed in KCSIE (2020). We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity.

These aims complement those of the Science curriculum in KS1 and KS2.

## 2. Statutory requirements

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

We are not required to provide sex education; however, we do need to teach the elements of sex education contained in the statutory science curriculum.

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

At Sherdley Primary School we teach RSE as set out in this policy.

We have taken into account and have had regard to Keeping Children Safe in Education (KCSIE 2020)

Should you like to see the guidance from the government please visit:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## 3. Definition

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

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

RSE is not about the promotion of sexual activity.

## 4. Curriculum

Our RSE curriculum is embedded within our PSHE curriculum and is set out as per Appendix 1, however, this will be adapted when necessary.

We have developed the curriculum 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 age appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Sexual difference and naming body parts

- Preparing boys and girls for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation and wet dreams are a normal part of growing up
- How a baby is conceived and born, considered in the context of relationships
- Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice

For more information about our curriculum, see our curriculum map in Appendix 1.

## 5. Delivery of RSE

The starting principle when teaching RSE must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens. As part of RSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. Either of these can include heterosexual or same-sex relationships. We ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

We carry out the main RSE curriculum in PSHE lessons (see appendix A for further details), however we also teach RSE through other subject areas e.g. Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

### Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others. Within 'Knowledge And Understanding of The World' we cover – living things in their natural world.

#### In Key Stage 1 (Y1 & 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

#### In Key Stage 2 (Y3 to 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions

- To describe the life process of reproduction in some plants and animals
- To describe the changes as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

### **Teaching and Learning including delivery of the RSE curriculum**

In Key Stage 2 (years 3 - 6) we acknowledge that many children will begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single-sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, and what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

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 and 2.

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 around them (for example: looked after children or young carers).

## **6. Roles and responsibilities**

### **6.1 The governing body**

The governing body has delegated the approval of this policy to the Policy Working Party, and it will then be ratified by Full Governors.

### **6.2 The Headteacher**

The headteacher 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 7).

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

### **6.3 Staff**

All 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

Class teachers are responsible for teaching RSE at Sherdley Primary School. We use a scheme of work from 'Jigsaw' to plan and support our learning on a whole school approach.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

Staff should be aware that children may raise topics including self-harm and suicide. In talking about this content in a classroom, teachers must be aware of the risks of encouraging or making suicide seem a more viable option for pupils and avoid material being instructive rather than preventative. To avoid this, they should take care to avoid giving instruction or methods of self-harm or suicide and avoid using emotive language, videos or images.

If teachers have concerns about a specific pupil in relation to self-harm or suicidal ideation or attempts, they must follow safeguarding procedures.

## 6.4 Pupils

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

Pupils should be well informed (age appropriate) about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs.

## 6.5 Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents about the school's RSE policy and practice
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- A register of any pupils who are removed from lessons will be kept and distributed to all teachers involved

## 7. Parents' right to withdraw

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

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

The science curriculum (see science curriculum map) in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. There is only the right to withdraw for the Sex Education, this will be agreed following a meeting with the Headteacher. Parents cannot withdraw children from the statutory science elements of sex education.

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class

for the duration of the lesson.

## **8. Confidentiality**

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person (DSL) responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

## **9. Special Educational Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

## **10. Equal Opportunities**

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

## **11. Complaints Procedure**

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the Sherdley Primary School Graduated Response and the complaints procedure if they feel things are not resolved.

## **12. Monitoring arrangements**

The delivery of RSE is monitored by SLT through, for example, planning scrutinies, learning walks and lesson observations.

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

This policy will be reviewed by bi-annually. At every review, the policy will be approved by the staff, governing body and the parents or carers.

## **14. Further policies**

In conjunction with this policy, please also see:

- Positive Behaviour Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Mental Health and Wellbeing Policy
- Online Safety Policy

Please see below a useful document produced by the government, which provides answers to frequently asked questions: <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>



## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

	Autumn		Spring		Summer	
	Being me in my world	Celebrating difference	Dreams and Goals	Healthy me	Relationships	Changing me
Early Years Foundation Stage	In this theme children will learn about themselves and who they are. They will develop an understanding of being in a classroom and how to be gentle and take care of toys and resources. They will begin to notice that people have feelings.	In this theme the children will talk about why they are special and what they are good at. They will discuss where they live and who their family is. Learners will develop an understanding of how we make friends.	The aim of this unit is to make children aware of perseverance and how to face challenges. They will become of personal goals and about facing obstacles. Children will know about achievement and some different occupations.	In this unit the children will learn about the importance of physical activity, healthy food, hygiene and sleep to maintain a healthy body. Learners will also develop their understanding of safety and how to deal with risky situations.	In this theme the children will discuss family life and friendships. They will understand that relationships can sometimes have fall outs. Learners will understand how to spot bullying and how to deal with it. They will discuss what makes a good friend.	The aim of this unit is for the learners to be aware of their bodies and how they will change and grow. Learners will be aware of self-respect. They will also develop an understanding of celebrations and changes in life.

	Autumn		Spring		Summer	
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	In this theme children will learn about feeling special and safe. They will learn about belonging and how they belong to a class, and school. Learners will develop an understanding of the impact that their behaviour has on others. They will talk about rewards and feeling proud. They will discuss how they can keep themselves and other safe.	The purpose of this unit is to enable learners to be able to discuss similarities and differences between themselves and their peers. Learners will gain an understanding of what bullying is and how they might feel if they were being bullied. Learners will develop the skills to make a new friend.	The aim of this unit is to support children to identify what they are successful in, and what they want to achieve. Learners will develop the skills to work collaboratively with a partner. Learners will begin to develop the skills they need to overcome a challenge and to recognise when they feel proud of themselves. They will recognise the feelings of success.	Within this unit, learners will develop an understanding of what choices they can make that will help them to stay healthy. They will learn about keeping clean, and safety with household items. The importance of road safety. Begin to understand the link between health and happiness.	In this theme, learners will reflect on how it feels to belong to a family and be able to discuss about people who they care about. Learners will begin to discuss and reflect on what types of physical touch they find acceptable reflecting on how we greet others. Learners will develop in confidence and the skills to be able to praise themselves and be able to recognise and celebrate their positive qualities by reflecting on ways in which they are a good friend.	In this theme, learners will begin to explore change by beginning to develop an understanding of the life cycles of humans and animals. Learners will be able to discuss how their body has changed since they were a baby. Learners will learn the correct terminology for body parts and develop an understanding of what parts of their body is private. Learners will begin to reflect on coping with change and support with transition to Year 2.



<p><b>Year 2</b></p>	<p><b>Being Me in My World</b> In this theme, learners will reflect on their hopes and dreams for the year ahead. They will discuss who can support them when they feel worried and strategies they can use to ask for help. Learners will gain an understanding of their rights and responsibilities as a member of their class. They will reflect on what they can do to ensure our classroom is a safe and fair place. Learners will listen and reflect on the ideas contributed by others. Learners will reflect on how their behaviour impacts the learning of others within the class.</p>	<p><b>Celebrating Difference</b> In this theme, learners will begin to challenge their understanding of gender stereotypes and understand that at times, boys and girls are different. They will consider gender diversity. Learners will reflect on the idea that bullying is impacted by difference and how they can help others to understand. Learners will gain the skills to be able to recognise behaviour in themselves and others and what to do if they need help if they or others are being bullied. Learners will be able to articulate how they are different to their friends and celebrate these differences by explaining what makes them special.</p>	<p><b>Dreams and Goals</b> In this theme, learners will begin by identifying a realistic goal that they can achieve. Children will reflect on what their strengths are as a learner and what helps them to learn. They will reflect on perseverance and what this means. Children will then use this to reflect on who they work well with and who it is difficult for them to work with. Learners will then be able to apply these skills by working within a group to create a product.</p>	<p><b>Healthy Me</b> In this theme, learners will look at what motivates them to make healthy choices and how this will help them to keep their body healthy. Learners will begin to reflect on the physical differences they feel in their body when they are stressed and relaxed. Learners will develop an understanding of the impact of medicine on their body and the importance of using medicine correctly. Learners will identify which foods they need to eat to have a balanced and healthy diet. They will identify ways in which eating healthily and nutrition is important by identifying healthier snacks.</p>	<p><b>Relationships</b> In this theme, learners will identify the different members of their family, understand their relationships with each of them and know why it is important to share and cooperate. Learners will develop a greater understanding of how they can keep themselves safe by understanding that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. Learners will build on keeping themselves safe by understanding that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. Learners will begin to consider people who they trust by</p>	<p><b>Changing Me</b> In this theme, learners will develop a greater understanding of growing from young to old learners will be able to tell you about the natural process of growing from young to old and understand that this is not in their control. Learners will begin to consider the physical differences between boys and girls. Learners will further develop skills of assertiveness by developing the confidence to explain what touch they do and do not like and who they can ask for help. Learners will begin to reflect on what changes they are looking forward to as they progress into Year 3.</p>
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	Autumn		Spring		Summer	
					recognising and appreciating people who can help them in their family, school and community. They will express appreciation for the special relationships they have in their life.	
<b>Year 3</b>	<p><b>Being me in my world</b> In this theme, learners will begin by identifying their achievements and recognising their self-identity and worth.</p> <p>Learners will reflect on valuing themselves and how they can value and welcome somebody new. Learners will identify how it feels to be happy, sad or scared and identify if other people are feeling these emotions by reflecting what would be their 'Nightmare School'. Learners will reflect on what would make their 'Dream School' by developing an understanding of why rules are needed and how they relate to rights and responsibilities and how they can see things from another perspective.</p>	<p><b>Celebrating difference</b> In this theme, learners will recognise that everybody's family is different and important to them.</p> <p>Learners will develop an understanding of differences and conflict can happen and how they can remain calm and use a 'solve it together' technique. Learners will reflect on what it means to be a witness to bullying and what their responsibilities are and how they can make a situation better or worse. Learners will reflect on the use of their words and how this can hurt others and they will reflect on a time when their words have had an impact on others.</p> <p>Learners will reflect on, and learn how to give and receive compliments.</p>	<p><b>Dreams and goals</b> In this theme, learners will reflect and discuss people who have faced difficult challenges and achieved successes. Learners will reflect on an ambition that is important to them and how they will feel when they achieve it. Learners will reflect on how to approach a challenge and how they can break it down in to smaller steps. Learners will consider how they can overcome obstacles that may hinder their successes. Learners will then reflect on their own learning process and identify how they can be better next time.</p> <p>They will learn simple budgeting.</p>	<p><b>Healthy Me</b> In this theme, learners will understand how exercise affects their body and know why their heart and lungs are important. They will set themselves simple fitness challenges. They will look at food labelling and what this means when making healthy choices. Learners will begin to reflect on their understanding of drugs and identify how they feel about drugs. Learners will identify things; people and places that I need to keep safe from, and can explain strategies for keeping safe including who to go to for help. Learners will develop an understanding of their responsibility for keeping themselves and others safe at home.</p> <p>They will understand why it is important to keep themselves safe online, and offline in different scenarios.</p>	<p><b>Relationships</b> In this theme, learners will reflect on the different roles and responsibilities within their families and consider the expectations for males and females. Learners will reflect on, and celebrate the relationships that they have in their life. Learners will discuss ways in which they can positively negotiate conflict.</p> <p>Learners will think about how they are a global citizen, they will reflect on their needs and how this may differ from the needs of children in other countries. They will be able to express appreciation for family and friends.</p>	<p><b>Changing Me</b> In this theme, children will gain a deeper understanding of changes that happen between conception and how babies grow and develop in a mother's uterus. They will learn about the changes in boys and girls bodies that happen within the growing up process. They will then reflect on the changes that happen inside within the growing up process.</p> <p>Learners will then reflect on stereotypical ideas they may have about parenting and family roles.</p> <p>They will prepare for transition to Year 4.</p>

<p style="text-align: center;"><b>Year 4</b></p>	<p><b>Being me in my world</b> Learners will understand their role within the school community and the roles of others. Learners will develop a greater understanding of democracy and the role this plays within our school, and particularly our school council. Learners will understand how democracy works and how having a voice within school benefits the whole school</p>	<p><b>Celebrating difference</b> In this theme, learners will discuss how people can make assumptions about people based on what they look like. Learners will reflect on how sometimes it can be hard to spot bullying and what they can do if they think it is happening but they are not sure. Learners will reflect on their own physical appearance and respect what makes them special and unique.</p>	<p><b>Dreams and goals</b> In this theme, learners will reflect on their hopes and dreams and how it feels to have a dream. Children will also reflect on how disappointment feels and how focusing on positive and happy experiences can help them to manage disappointment and change. Learners will know what it means to be resilient and have a positive attitude, and how they can</p>	<p><b>Healthy Me</b> Learners will reflect on their friendships and how the actions of other can make them feel embarrassed, hurt or inadequate and how they can manage these feelings. Learners will reflect on group dynamics and how people will take on different roles within a group e.g. a leader. Learners will reflect on smoking and alcohol, the impact it has on our body</p>	<p><b>Relationships</b> In this theme, learners will reflect on relationships that they have both close and distant and what they contribute to each of them. Learners will reflect on people they love and how it can feel when they lose something or someone they love. They will discuss memories and how we can remember people that we no longer see. Learners will discuss how</p>	<p><b>Changing Me</b> In this theme, learners will reflect on characteristics they have inherited from their parents. Learners will correctly label the internal and external body parts that are necessary for reproduction. They will gain understanding of how a female's body changes to enable them to have babies and that menstruation is a natural part of this. Learners will look at</p>
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	Autumn		Spring		Summer	
	<p>community. They will reflect on how their actions affect themselves and others.</p> <p>They will reflect on group decision making.</p> <p>They will reflect on what motivates behaviour.</p>	<p>They will reflect on judging others by their appearance and first impressions.</p> <p>Learners will be able to explain why it is good to accept people for who they are by identifying how special and unique everyone is.</p>	<p>adapt and make new plans when faced with challenge.</p> <p>They will reflect on making positive group contributions and celebrating these contributions.</p>	<p>and some of the reasons people begin to smoke and drink alcohol. They will reflect on how they can act pressure from others.</p> <p>Learners will celebrate their inner strength and reflect on their understanding of right and wrong.</p>	<p>opinions are different and how we can express and respect our opinions. They will discuss animal rights and reflect on differing views.</p> <p>Children will reflect on special pets and how they feel when they lose a pet and how they can celebrate special things about their pet.</p> <p>They will reflect on getting on and falling out.</p> <p>Relationships between girlfriends and boyfriends. How they can show appreciation to people and animals.</p>	<p>changes that have happened and they will reflect on positively accepting change when it is out of their control and how to manage feelings that may arise due to change.</p>
Year 5	<p><b>Being me in my world</b> Learners will reflect on their rights as a British Citizen and how they can empathise with others within our country whose lives may be different to our own.</p> <p>Learners will reflect on the consequences of behaviour and how this can impact a group of people. They will reflect on how they contribute to our school community and how they can make it a better place</p>	<p><b>Celebrating difference</b> Learners will reflect on their discuss how cultural differences, can at times, cause conflict, and at times racism. Learners will understand what racism is and reflect on their own attitudes towards people from different races.</p> <p>Learners will discuss how spreading rumours and name-calling is a bullying behaviour and what they can do. Learners will understand the differences between indirect and direct bullying, and how they can make better choices.</p> <p>Learners will then reflect on differences between their lives and that of those in a developing country and how we can celebrate and respect others.</p> <p>They will reflect on material wealth and happiness. Enjoying and respecting other cultures.</p>	<p><b>Dreams and goals</b> Learners will reflect on the need for money when achieving dreams. They will reflect on different occupations and the contributions that people make within the roles.</p> <p>Learners will identify a job they would like to have, what motivates them to achieve it, and what they will need to do to achieve a chosen job. Learners will reflect on how communicating with people from other cultures helps us to learn, and they will reflect on how aspirations and dreams of others within different cultures may differ from their own. How they can support people others through charity. They will reflect on motivation and what motivates them.</p>	<p><b>Healthy Me</b> Learners will understand some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart They will learn about smoking, including vaping and the impact this has on the body and making healthy choices. Learners will put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. Learners will understand how the media and celebrity culture promotes certain body types. They will reflect on what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.</p>	<p><b>Relationships</b> Learners will articulate who they are as person, their personal characteristics, and qualities. Learners will discuss how they can negotiate and compromise within friendships. Learners will reflect on how it feels to be attracted to someone and not feel pressured into having a boyfriend or girlfriend. Learners how to stay safe when using technology to communicate with friends. Learners will recognise and resist pressures to use technology in ways that may be risky or may cause harm to themselves or others. Learners will reflect on online gaming and gambling and the dangers of online grooming. They will learn about SMARRT internet safety rules. They will reflect on way in which they can positively reduce their screen time.</p>	<p><b>Changing Me</b> In this theme, learners will reflect on how they can build their own self-esteem. They will understand the changes that happen within puberty and the importance of taking care of themselves both emotionally and physically. They will learn about conception, understanding that sexual intercourse can lead to conception and that is how babies are usually made. They will understand that sometimes people need IVF to help them have a baby. They will identify what they are looking forward to about becoming a teenager and understand this brings growing responsibilities and how to cope with change. They will prepare for transition to Year 6.</p>

	Autumn		Spring		Summer	
<b>Year 6</b>	<p><b>Being me in my world</b></p> <p>Learners will identify their goals for this year, understand fears and worries about the future and know how to express them.</p> <p>They will reflect on that there are universal rights for all children but for many children these rights are not met.</p> <p>They will reflect on how their actions can impact others locally and globally They will reflect on anti-social behaviour.</p> <p>Group dynamics and role modelling.</p>	<p><b>Celebrating difference</b></p> <p>In this theme, learners will reflect on disability and how there are different preconceptions about what normal means. Learners will discuss how it feels to be excluded or treated differently. Learners will be able to give examples of people with disabilities who live amazing lives. Learners will explain ways in which difference can be a source of conflict and a cause for celebration. They will reflect on empathy and how they can have empathy for others.</p>	<p><b>Dreams and goals</b></p> <p>In this theme, children will reflect on earning strengths and can set challenging but realistic goals in and out of school. Learners will set success criteria so that they will know if they have reached a goal and reflect on the emotions of success.</p> <p>Learners will reflect on problems in the world that concern them and consider people in the world who are suffering or living in difficult situations.</p> <p>They will reflect on ways in which they can make the world a better place.</p>	<p><b>Healthy Me</b></p> <p>In this theme, learners will reflect on taking personal responsibility for their health and wellbeing.</p> <p>Learners will understand how substances impact the body.</p> <p>They will discuss exploitation, including 'county lines' and gang culture.</p> <p>They will reflect on their emotional and mental health and how they can support themselves and others. They will reflect on how to manage stress and stressful situations.</p>	<p><b>Relationships</b></p> <p>In this theme, learners will consider mental health, worries and sources of support.</p> <p>learners will consider who the most significant people in their life are so far.</p> <p>Learners will reflect on love and loss and develop strategies to manage feelings associated with loss and can help other people to do so. They will understand that there are different stages of grief and that there are different types of loss that cause people to grieve. Learners will reflect on the notion of power and control. They will understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening.</p> <p>They will reflect on taking responsibility with technology use.</p>	<p><b>Changing Me</b></p> <p>In this theme, learners will reflect on body image and how this impacts their self-esteem. Learners will discuss puberty and be able to ask questions they have about puberty.</p> <p>Learners will be able to explain how a baby develops from conception through the nine months of pregnancy, and how it is born. Learners will understand how being physically attracted to someone changes the nature of the relationship. They will learn about respect and consent. They will discuss sexting and the impact this can have.</p> <p>Learners will then begin to reflect on transition to secondary school, identifying worries, hopes and what they are looking forward to.</p>

## Appendix 2: 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"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### Appendix 3: Mental Health, by the end of primary school pupils should know –

TOPIC	PUPILS SHOULD KNOW
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>● that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>● that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>● how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>● where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>● it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>● that for most people the internet is an integral part of life and has many benefits.</li> <li>● about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>● how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>● why social media, some computer games and online gaming, for example, are age restricted.</li> <li>● that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>● how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>● where and how to report concerns and get support with issues online.</li> </ul>



<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>● the characteristics and mental and physical benefits of an active lifestyle.</li> <li>● the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>● the risks associated with an inactive lifestyle (including obesity).</li> <li>● how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>● what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>● the principles of planning and preparing a range of healthy meals.</li> <li>● the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>● the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>● key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>● about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

#### Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	





















