



# Eastington Primary School

## Relationships and Sex Education Policy



**This policy should be read in conjunction with the following policies:**

- Safeguarding
- Anti-bullying
- Equality
- DfE Keeping children safe in education

September 2023

# Contents

1. Aims .....	2
2. Statutory requirements .....	3
3. Curriculum and policy development .....	3
4. Definition .....	3
5. Curriculum .....	3
6. Delivery of RSE .....	4
7. Roles and responsibilities .....	4
8. Parents' right to withdraw .....	5
9. Training .....	5
10. Monitoring arrangements.....	5
Appendix 1: Curriculum map .....	6
Appendix 2: By the end of primary school pupils should know .....	24
Appendix 3: Parent form: withdrawal from sex education within RSE .....	28

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## 1. Aims

At Eastington Primary School, we endeavour to promote the development of the whole child. Together, we strive for children to be independent, life-long learners who are kind, cooperative, resilient, responsible and ambitious in all they do.

Relationships amongst all members of our school family are highly valued and we have kindness at the heart of our school. We aim to develop children who care for themselves, each other and the wider world and encourage everyone to be the best they can be.

Our school values underpin behaviour. We aim for children to enjoy and engage in the wide range of learning opportunities provided, resulting in confident, well-rounded individuals who are ready for their next steps.

### Aiming high together to be:

- Kind – show respect and care
- Cooperative – work well together
- Resilient – keep trying
- Responsible – reflect and learn
- Ambitious – challenge yourself



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

- Give children an understanding of the physical changes that will happen to them, especially in puberty, and give them an understanding of sexual development.
- Equip children to have positive relationships of all types.

- › Provide a framework in which sensitive discussions can take place
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Teach pupils the correct vocabulary to describe themselves and their bodies

## 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](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the 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 Eastington Primary School we teach RSE as set out in this policy, our PSHE statement and curriculum – all of which can be found on the school website. If you would like a hard copy of these documents please do ask in the school office.

## 3. Curriculum and policy development

Our curriculum has been developed in consultation with staff and parents in Summer 2020. The consultation and curriculum development process involved the following steps:

1. Review – our PSHE Leader attended training on RSE with GHLL, pulled together all relevant information including relevant national and local guidance and reviewed/updated our curriculum.
2. Staff consultation – all school staff were given the opportunity to look at the RSE curriculum and make recommendations.
3. Parent consultation – the draft curriculum was shared with parents and any interested parties were invited to e-mail or discuss matters/concerns privately if wanted with the PSHE Leaders/SLT.
4. Ratification of the curriculum – once amendments were made, the curriculum was shared with governors and ratified. Governors ratify policies when updated.
5. Resources were explored with staff which would support the delivery of our positive RSE curriculum.

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about developing positive relationships, understanding diversity and personal identity so our pupils will be empowered to live their life in all its fullness and be successful in school and beyond.

We have developed the curriculum, taking account the age and needs of pupils and to ensure we meet the statutory requirements in a way which is meaningful for children. For our full PSHE and RSE curriculum, please see Appendices 1.

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

## 5. Curriculum

RSE is embedded within the personal, social, health and economic (PSHE) curriculum.

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

- › Me and My Relationships
- › Valuing Differences
- › Keeping Myself Safe
- › Rights and Responsibilities
- › Being My Best
- › Growing and Changing

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).

As consistent with equal opportunities procedures, where appropriate, teaching materials, and individual group activities will reflect the cultural and ethnic diversity of our society. Stereotyping in terms of race, sex sexual orientation and gender reassignment should be avoided, and pupil's religious beliefs and cultural differences should be respected.

As with our wider curriculum all pupils, including those with SEND, will be given support in order to fully access the content of the lessons. If children have a significant delayed cognitive development, which could hinder the understanding appropriate to their age, the teacher/SENDCo and the child's carer will meet and agree a plan if needed.

## 6. Delivery of RSE

We use resources from CORAM SCARF for all classes to deliver our curriculum plan for RSE as it is comprehensive, inclusive and reflects the learning children will need to develop positive understanding of relationships and changes.

Sexual education elements are within the 'Growing and Changing' unit which is embedded in relationship education which is threaded through our PSHE curriculum. Children will be taught the 'Growing and Changing' elements of RSE in year groups which will be adapted for the needs of the cohort if required. To view these in full, please see appendix 1. If/when appropriate, year groups may be in split groups or small groups.

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will approve and ratify the RSE policy, and hold the headteacher to account for its implementation.

### 7.2 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/non-science components of RSE (see section 8).

### 7.3 Staff

Class teachers are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE

- › Monitoring progress
- › Responding to and supporting the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science 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 headteacher.

## 7.4 Pupils

Pupils are expected to engage in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Ground rules will be established with the class before teaching the 'Growing and Changing' units so all children feel safe. See appendix 4.

## 8. Parents' right to withdraw

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

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. For our curriculum this would involve two lessons in Y6 which discuss intercourse and contraception.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from specific aspects of sex education.

## 9. Training

Staff can access training materials on CORAM SCARF to support with teaching RSE. The PSHE Leader has undertaken training on this area to be able to lead the school. Further training opportunities on the delivery of RSE as part of the continuing professional development is also planned when wanted/needed by staff- this may be led by the PSHE Leader or outside trainers.

**Useful resources:** Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources: <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resourcesguidance-documents-and-training-films> (password protected).

## 10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Leader through: learning walks, pupil conferencing, monitoring internal assessment information on INSIGHT.

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

This policy will be reviewed by the PSHE Leader yearly. At every review, the policy will be ratified by the governing board.

Appendix 1: Curriculum map

PSHE Map with Relationships Education embedded – RSE focused unit is ‘Growing and Changing’



# PSHE

## Progression of knowledge, skills and understanding: Key Stage 1

This will be taught on a two-year cycle, year A and B. Children will access each unit during the key stage. The growing and changing unit will be covered in both year A and year B and taught in single year groups.

Theme	Class 1 (Year 1) (Coram Y1 units)	Class 2 (Coram Y2 units)
<p><b>Me and My Relationships</b></p> <p><b>Year A</b></p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Understand that classroom rules help everyone to learn and be safe.</li> <li>Explain their classroom rules and be able to contribute to making these.</li> <li>Recognise how others might be feeling by reading body language/facial expressions.</li> <li>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</li> <li>Identify a range of feelings.</li> <li>Identify how feelings might make us behave:</li> <li>Suggest strategies for someone experiencing 'not so good' feelings to manage these.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Suggest actions that will contribute positively to the life of the classroom.</li> <li>Make and undertake pledges based on those actions.</li> <li>Take part in creating and agreeing classroom rules.</li> <li>Use a range of words to describe feelings.</li> <li>Recognise that people have different ways of expressing their feelings.</li> <li>Identify helpful ways of responding to other's feelings.</li> <li>Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two.</li> <li>Identify situations as to whether they are incidents of teasing or bullying.</li> </ul>

	<p>Recognise that people's bodies and feelings can be hurt. Suggest ways of dealing with different kinds of hurt. Recognise that they belong to various groups and communities such as their family. Explain how these people help us and we can also help them to help us. Identify simple qualities of friendship. Suggest simple strategies for making up. Demonstrate attentive listening skills. Suggest simple strategies for resolving conflict situations. Give and receive positive feedback, and experience how this makes them feel.</p>	<p>Understand and describe strategies for dealing with bullying; Rehearse and demonstrate some of these strategies. Explain the difference between bullying and isolated unkind behaviour; Recognise that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both unacceptable ways of behaving. Recognise that friendship is a special kind of relationship. Identify some of the ways that good friends care for each other. Recognise, name and understand how to deal with feelings (e.g. anger, loneliness). Explain where someone could get help if they were being upset by someone else's behaviour.</p>
<p><b>Valuing Differences</b>          <b>Year B</b></p>	<p>Children will be able to: Identify the differences and similarities between people. Empathise with those who are different from them. Begin to appreciate the positive aspects of these differences. Explain the difference between unkindness, teasing and bullying. Understand that bullying is usually quite rare. Explain some of their school rules and how those rules help to keep everybody safe. Identify some of the people who are special to them. Recognise and name some of the qualities that make a person special to them. Recognise and explain what is fair and unfair, kind and unkind. Suggest ways they can show kindness to others.</p>	<p>Children will be able to: Identify some of the physical and non-physical differences and similarities between people. Know and use words and phrases that show respect for other people. Identify people who are special to them. Explain some of the ways those people are special to them. Recognise and explain how a person's behaviour can affect other people. Explain how it feels to be part of a group. Explain how it feels to be left out from a group. Identify groups they are part of. Suggest and use strategies for helping someone who is feeling left out. Recognise and describe acts of kindness and unkindness. Explain how these impact on other people's feelings. Suggest kind words and actions they can show to others.</p>

		<p>Show acts of kindness to others in school.</p> <p>Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted).</p> <p>Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</p>
<p><b>Keeping myself safe</b></p> <p><b>Year A</b></p>	<p>Children will be able to:</p> <p>Understand that the body gets energy from food, water and air (oxygen).</p> <p>Recognise that exercise and sleep are important parts of a healthy lifestyle.</p> <p>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle.</p> <p>Identify simple bedtime routines that promote healthy sleep.</p> <p>Recognise emotions and physical feelings associated with feeling unsafe.</p> <p>Identify people who can help them when they feel unsafe.</p> <p>Recognise the range of feelings that are associated with loss.</p> <p>Understand that medicines can sometimes make people feel better when they're ill.</p> <p>Explain simple issues of safety and responsibility about medicines and their use.</p> <p>Understand and learn the PANTS rules.</p> <p>Name and know which parts should be private.</p> <p>Explain the difference between appropriate and inappropriate touch.</p> <p>Understand that they have the right to say "no" to unwanted touch.</p> <p>Start thinking about who they trust and who they can ask for help.</p>	<p>Children will be able to:</p> <p>Understand that medicines can sometimes make people feel better when they are ill.</p> <p>Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell.</p> <p>Explain simple issues of safety and responsibility about medicines and their use.</p> <p>Identify situations in which they would feel safe or unsafe.</p> <p>Suggest actions for dealing with unsafe situations including who they could ask for help.</p> <p>Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</p> <p>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation.</p> <p>Identify the types of touch they like and do not like.</p> <p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Recognise that some touches are not fun and can hurt or be upsetting.</p> <p>Know that they can ask someone to stop touching them.</p> <p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Identify safe secrets (including surprises) and unsafe secrets.</p> <p>Recognise the importance of telling someone they trust about a</p>



		<p>secret which makes them feel unsafe or uncomfortable.  Identify how inappropriate touch can make someone feel.  Understand that there are unsafe secrets and secrets that are nice surprises.  Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop</p>
<p><b>Rights and Responsibilities</b></p> <p><b>Year B</b></p>	<p>Children will be able to:</p> <p>Recognise the importance of regular hygiene routines.  Sequence personal hygiene routines into a logical order.  Identify what they like about the school environment.  Recognise who cares for and looks after the school environment.  Demonstrate responsibility in looking after something (e.g. a class pet or plant).  Explain the importance of looking after things that belong to themselves or to others.  Explain where people get money from.  List some of the things that money may be spent on in a family home.</p> <p>Recognise that different notes and coins have different monetary value.  Explain the importance of keeping money safe.  Identify safe places to keep money.  Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</p>	<p>Children will be able to:</p> <p>Describe and record strategies for getting on with others in the classroom.  Explain, and be able to use, strategies for dealing with impulsive behaviour.  Identify special people in the school and community who can help to keep them safe.  Know how to ask for help.  Identify what they like about the school environment.  Identify any problems with the school environment (e.g. things needing repair).  Make suggestions for improving the school environment.  Recognise that they all have a responsibility for helping to look after the school environment.  Understand that people have choices about what they do with their money.  Know that money can be saved for a use at a future time.  Explain how they might feel when they spend money on different things.  Recognise that money can be spent on items which are essential or non-essential.  Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</p>

<p><b>Being My Best</b> <b>Year A</b></p>	<p>Children will be able to: Recognise the importance of fruit and vegetables in their daily diet. Know that eating at least five portions of vegetables and fruit a day helps to maintain health. Recognise that they may have different tastes in food to others. Select foods from the Eatwell Guide (formerly Eatwell Plate) to make a healthy lunch. Recognise which foods we need to eat more of and which we need to eat less of to be healthy. Understand how diseases can spread. Recognise and use simple strategies for preventing the spread of diseases. Recognise that learning a new skill requires practice and the opportunity to fail, safely. Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. Demonstrate attentive listening skills. Suggest simple strategies for resolving conflict situations. Give and receive positive feedback, and experience how this makes them feel. Recognise how a person's behaviour (including their own) can affect other people.</p>	<p>Children will be able to: Explain the stages of the learning line showing an understanding of the learning process. Suggest phrases and words of encouragement to give someone who is learning something new. Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. Understand and give examples of things they can choose themselves and things that others choose for them. Explain things that they like and dislike and understand that they have choices about these things. Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. Explain how germs can be spread. Describe simple hygiene routines such as hand washing. Understand that vaccinations can help to prevent certain illnesses. Explain the importance of good dental hygiene. Describe simple dental hygiene routines. Understand that the body gets energy from food, water and oxygen. Recognise that exercise, and sleep are important to health Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain). Describe how food, water and air get into the body and blood.</p>
<p><b>Growing and Changing</b> <b>Year A and B</b></p>	<p>Children will be able to: Name major internal body parts (heart, lungs, blood, stomach, intestines, brain). Understand and explain the simple bodily processes associated with them. Understand some of the tasks required to look after a baby.</p>	<p>Children will be able to: Demonstrate simple ways of giving positive feedback to others. Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. Identify different stages of growth (e.g. baby, toddler, child, teenager, adult).</p>

<p>Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.  Identify things they could do as a baby, a toddler and can do now.  Identify the people who help/helped them at those different stages.  Explain the difference between teasing and bullying.  Give examples of what they can do if they experience or witness bullying.  Say who they could get help from in a bullying situation.  Explain the difference between a secret and a nice surprise.  Identify situations as being secrets or surprises.  Identify who they can talk to if they feel uncomfortable about any secret they are told or told to keep.  Identify parts of the body that are private.  Describe ways in which private parts can be kept private.  Identify people they can talk to about their private parts.</p> <p><b>Vocabulary: penis, vulva</b></p>	<p>Understand and describe some of the things that people are capable of at these different stages.  Identify which parts of the human body are private.  Explain that a person's genitals help them to make babies when they are grown up.  Understand that humans mostly have the same body parts but that they can look different from person to person.  Explain what privacy means.  Know that you are not allowed to touch someone's private belongings without their permission.  Give examples of different types of private information.</p> <p><b>Vocabulary: penis, vulva, testicles, nipples.</b></p>
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# PSHE

## Progression of knowledge, skills and understanding: Key Stage 2

This will be taught on a two-year cycle, year A and B. Children will access each unit twice during the key stage. The growing and changing unit will be covered in both year A and year B and taught in single year groups.

Theme	Class 3 (Coram Y3 units)	Class 4 (Coram Y4 units)	Class 5 (Coram Y6 units)
<b>Me and My Relationships</b>  <b>Year A</b>	Children will be able to: Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules.	Children will be able to:  Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;  Explain how different words can express the intensity of feelings.	Children will be able to: Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this.
	Explain some of the feelings someone might have when they lose something important to them; Understand that these feelings are normal and a way of dealing with the situation.	Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others.  Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend.	Explain what is meant by the terms 'negotiation' and 'compromise'; Suggest positive strategies for negotiating and compromising within a collaborative task; Demonstrate positive strategies for negotiating and compromising within a collaborative task.
	Define and demonstrate cooperation and collaboration; Identify the different skills that people can bring to a group task; Demonstrate how working together in a collaborative manner can help everyone	Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration.	Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
	Identify people who they have a	Identify a wide range of feelings; Recognise that different people can have	List some assertive behaviours; Recognise peer influence and pressure.

	<p>special relationship with; Suggest strategies for maintaining a positive relationship with their special people.</p>	<p>different feelings in the same situation; Explain how feelings can be linked to physical state.</p>	<p>Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</p>
	<p>Rehearse and demonstrate simple strategies for resolving given conflict situations.</p>	<p>Demonstrate a range of feelings through their facial expressions and body language; Recognise that their feelings might change towards someone or something once they have further information.</p>	<p>Recognise and empathise with patterns of behaviour in peer-group dynamics; Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</p>
	<p>Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</p>	<p>Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</p>	<p>Describe the consequences of reacting to others in a positive or negative way; Suggest ways that people can respond more positively to others.</p>
	<p>Express opinions and listen to those of others; Consider others' points of view; Practise explaining the thinking behind their ideas and opinions.</p>		<p>Describe ways in which people show their commitment to each other; Know the ages at which a person can marry, depending on whether their parents agree; Understand that everyone has the right to be free to choose who and whether to marry.</p>
	<p>Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again.</p>		<p>Recognise that some types of physical contact can produce strong negative feelings:</p>

			<p>Know that some inappropriate touch is also illegal.</p> <p>Identify strategies for keeping personal information safe online; Describe safe and respectful behaviours when using communication technology.</p>
<p><b>Valuing Differences</b></p> <p><b>Year B</b></p>	<p>Children will be able to: Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' Define the term 'community'; Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully. Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that</p>	<p>Children will be able to: Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. Understand that they have the right to protect their personal body space; Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); Give examples of features of these different types of relationships, including how they influence what is shared. List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive</p>	<p>Children will be able to: Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Suggest strategies for dealing with bullying, as a bystander; Describe positive attributes of their peers. Know that all people are unique but that we have far more in common with each other than what is different about us; Consider how a bystander can respond to someone being rude, offensive or bullying someone else; Demonstrate ways of offering support to someone who has been bullied . Demonstrate ways of showing respect to others, using verbal and non-verbal communication. Understand and explain the term Identify and describe the different</p>

	<p>people from a diverse range of backgrounds need in order to get on together.</p> <p>Recognise the factors that make people similar to and different from each other.</p> <p>Recognise that repeated name calling is a form of bullying;</p> <p>Suggest strategies for dealing with name calling (including talking to a trusted adult).</p> <p>Understand and explain some of the reasons why different people are bullied;</p> <p>Explore why people have prejudiced views and understand what this is.</p>	<p>behaviour;</p> <p>Suggest strategies for dealing with someone who is behaving aggressively.</p> <p>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</p> <p>Define the word respect and demonstrate ways of showing respect to others' differences.</p> <p>Understand and identify stereotypes, including those promoted in the media.</p>	<p>groups that make up their school/wider community/other parts of the UK;</p> <p>Describe the benefits of living in a diverse society;</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>Explain the difference between a friend and an acquaintance;</p> <p>Describe qualities of a strong, positive friendship;</p> <p>Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</p> <p>Define what is meant by the term stereotype;</p> <p>Recognise how the media can sometimes reinforce gender stereotypes;</p> <p>Recognise that people fall into a wide range of what is seen as normal;</p> <p>Challenge stereotypical gender portrayals of people.</p>
<p><b>Keeping myself safe</b></p> <p><b>Year A</b></p>	<p>Children will be able to:</p> <p>Identify situations which are safe or unsafe;</p> <p>Identify people who can help if a situation is unsafe;</p> <p>Suggest strategies for keeping safe.</p> <p>Define the words danger and risk and explain the difference between the</p>	<p>Children will be able to:</p> <p>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</p> <p>Identify situations which are either dangerous, risky or hazardous;</p> <p>Suggest simple strategies for managing risk.</p> <p>Identify images that are safe/unsafe to share online;</p>	<p>Children will be able to:</p> <p>Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</p> <p>Understand and describe the ease with which something posted online can spread.</p>

	<p>two;</p> <p>Demonstrate strategies for dealing with a risky situation.</p> <p>Identify some key risks from and effects of cigarettes and alcohol;</p> <p>Know that most people choose not to smoke cigarettes; (Social Norms message)</p> <p>Define the word 'drug' and understand that nicotine and alcohol are both drugs.</p> <p>Identify risk factors in given situations;</p> <p>Suggest ways of reducing or managing those risks.</p> <p>Evaluate the validity of statements relating to online safety;</p> <p>Recognise potential risks associated with browsing online;</p> <p>Give examples of strategies for safe browsing online.</p> <p>Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</p> <p>Recognise and describe appropriate behaviour online as well as offline;</p> <p>Identify what constitutes personal information and when it is not appropriate or safe to share this;</p> <p>Understand and explain how to get help in a situation where requests for</p>	<p>Know and explain strategies for safe online sharing;</p> <p>Understand and explain the implications of sharing images online without consent.</p> <p>Define what is meant by the word 'dare';</p> <p>Identify from given scenarios which are dares and which are not;</p> <p>Suggest strategies for managing dares.</p> <p>Understand that medicines are drugs;</p> <p>Explain safety issues for medicine use;</p> <p>Suggest alternatives to taking a medicine when unwell;</p> <p>Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</p> <p>Understand some of the key risks and effects of smoking and drinking alcohol;</p> <p>Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</p> <p>Describe stages of identifying and managing risk;</p> <p>Suggest people they can ask for help in managing risk.</p> <p>Understand that we can be influenced both positively and negatively;</p> <p>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</p>	<p>Identify strategies for keeping personal information safe online;</p> <p>Describe safe behaviours when using communication technology.</p> <p>Know that it is illegal to create and share sexual images of children under 18 years old;</p> <p>Explore the risks of sharing photos and films of themselves with other people directly or online;</p> <p>Know how to keep their information private online.</p> <p>Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</p> <p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</p> <p>Explain how drugs can be categorised into different groups depending on their medical and legal context;</p> <p>Demonstrate an understanding that drugs can have both medical and non-medical uses;</p> <p>Explain in simple terms some of the laws that control drugs in this country.</p> <p>Understand some of the basic laws in relation to drugs;</p> <p>Explain why there are laws relating to drugs in this country.</p>
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	<p>images or information of themselves or others occurs.</p> <p>Demonstrate strategies for assessing risks;</p> <p>Understand and explain decision-making skills;</p> <p>Understand where to get help from when making decisions.</p> <p>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</p>		<p>Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;</p> <p>Describe some of the effects and risks of drinking alcohol.</p> <p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;</p> <p>Explain how these emotional needs impact on people's behaviour;</p> <p>Suggest positive ways that people can get their emotional need met.</p> <p>Understand and give examples of conflicting emotions;</p> <p>Understand and reflect on how independence and responsibility go together.</p>
<p><b>Rights and Responsibilities</b></p> <p><b>Year B</b></p>	<p>Children will be able to:</p> <p>Define what a volunteer is;</p> <p>Identify people who are volunteers in the school community;</p> <p>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</p> <p>Identify key people who are responsible for them to stay safe and healthy;</p> <p>Suggest ways they can help these people.</p> <p>Understand the difference between 'fact' and 'opinion';</p>	<p>Children will be able to:</p> <p>Explain how different people in the school and local community help them stay healthy and safe;</p> <p>Define what is meant by 'being responsible';</p> <p>Describe the various responsibilities of those who help them stay healthy and safe;</p> <p>Suggest ways they can help the people who keep them healthy and safe.</p> <p>Understand that humans have rights and also responsibilities.</p> <p>Identify some rights and also responsibilities that come with these.</p> <p>Understand the reason we have rules;</p>	<p>Children will be able to:</p> <p>Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;</p> <p>Describe the language and techniques that make up a biased report;</p> <p>Analyse a report also extract the facts from it.</p> <p>Know the legal age (and reason behind these) for having a social media account;</p> <p>Understand why people don't tell the truth and often post only the good bits about themselves, online;</p>

	<p>Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language. Define what is meant by the environment; Evaluate and explain different methods of looking after the school environment; Devise methods of promoting their priority method. Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items we want and times when we need to save for items; Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p>	<p>Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council). Recognise that everyone can make a difference within a democratic process. Define the word influence; Recognise that reports in the media can influence the way they think about a topic. Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Recognise that they can play a role in influencing outcomes of situations by their actions. Understand some of the ways that various national and international environmental organisations work to help take care of the environment; Understand and explain the value of this work. Define the terms 'income' and 'expenditure'; List some of the items and services of expenditure in the school and in the home; Prioritise items of expenditure in the home from most essential to least essential. Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payslip is laid out showing both pay and deductions; Prioritise public services from most essential to least essential.</p>	<p>Recognise that people's lives are much more balanced in real life, with positives and negatives. Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; Describe the costs that go into producing an item; Suggest sale prices for a variety of items, taking into account a range of factors. Explain what is meant by the term interest. Recognise and explain that different jobs have different levels of pay and the factors that influence this; Explain the different types of tax (income tax and VAT) which help to fund public services; Evaluate the different public services and compare their value. Explain what we mean by the terms voluntary, community and pressure (action) group; Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. Explain what is meant by living in an environmentally sustainable way; Suggest actions that could be taken</p>
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			to live in a more environmentally sustainable way.
<p><b>Being My Best Year A</b></p>	<p>Children will be able to:          Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;          Explain what is meant by the term 'balanced diet';          Give examples what foods might make up a healthy balanced meal.          Explain how some infectious illnesses are spread from one person to another;          Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;          Suggest medical and non-medical ways of treating an illness.          Develop skills in discussion and debating an issue;          Demonstrate their understanding of health and wellbeing issues that are relevant to them;          Empathise with different viewpoints.          Make recommendations, based on their research.          Identify their achievements and areas of development;          Recognise that people may say kind things to help us feel good about ourselves;          Explain why some groups of people are not represented as much on</p>	<p>Children will be able to:          Identify ways in which everyone is unique;          Appreciate their own uniqueness;          Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.          Give examples of choices they make for themselves and choices others make for them;          Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.          Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;          Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).          Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);          Suggest ways the Seven Rs recycling methods can be applied to different scenarios.          Define what is meant by the word 'community';          Suggest ways in which different people support the school community;          Identify qualities and attributes of people who support the school community.</p>	<p>Children will be able to:          Explain what the five ways to wellbeing are;          Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.          Identify aspirational goals;          Describe the actions needed to set and achieve these.          Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.          Identify risk factors in a given situation (involving alcohol);          Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;          Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.          Recognise what risk is;          Explain how a risk can be reduced;          Understand risks related to growing up and explain the need to be aware of these;          Assess a risk to help keep themselves safe.</p>

	<p>television/in the media.          Demonstrate how working together in a collaborative manner can help everyone to achieve success;          Understand and explain how the brain sends and receives messages through the nerves.          Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);          Describe how food, water and air get into the body and blood.          Explain some of the different talents and skills that people have and how skills are developed;          Recognise their own skills and those of other children in the class.</p>		
<p>Growing and Changing</p> <p>Growing and changing unit will be taught in year groups rather than class groups-see below for Y5. This will also be taught in YEAR A and Year B of the cycle</p>	<p>YEAR 3:          Children will be able to:          Identify different types of relationships;          Recognise who they have positive healthy relationships with.          Understand what is meant by the term body space (or personal space);          Identify when it is appropriate or inappropriate to allow someone into their body space;          Rehearse strategies for when someone is inappropriately in their body space.          Define the terms 'secret' and 'surprise' and know the difference</p>	<p>YEAR 4:          Children will be able to:          Describe some of the changes that happen to people during their lives;          Explain how the Learning Line can be used as a tool to help them manage change more easily;          Suggest people who may be able to help them deal with change.          Name some positive and negative feelings;          Understand how the onset of puberty can have emotional as well as physical impact          Suggest reasons why young people sometimes fall out with their parents;          Take part in a role play practising how to compromise.</p>	<p>YEAR 6:          Children will be able to:          Recognise some of the changes they have experienced and their emotional responses to those changes;          Suggest positive strategies for dealing with change;          Identify people who can support someone who is dealing with a challenging time of change.          Understand that fame can be short-lived;          Recognise that photos can be changed to match society's view of perfect;          Identify qualities that people have, as</p>

	<p>between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p>Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty.</p> <p><b>Vocabulary:</b> penis, vulva, testicles, nipples, womb, uterus, ovaries, fallopian tubes, egg, sperm, vagina, period, menstruation</p>	<p>Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens. Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods. Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. Understand that marriage is a commitment to be entered into freely and not against someone's will. Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p> <p><b>Vocabulary:</b> puberty, penis, vulva, testicles, nipples, womb, uterus, ovaries, fallopian tubes, egg, sperm, vagina, period, menstruation,</p>	<p>well as their looks. Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people. Understand the risks of sharing images online and how these are hard to control, once shared; Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice in this country; Know where someone could get support if they were concerned about their own or another person's safety. Explain the difference between a</p>
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		<p>hormones, pubic hair, clitoris, labia, breasts, sanitary pads, tampons, marriage, civil partnership,</p>	<p>safe and an unsafe secret;  Identify situations where someone might need to break a confidence in order to keep someone safe.  Identify the changes that happen through puberty to allow sexual reproduction to occur;  Know a variety of ways in which the sperm can fertilise the egg to create a baby;  Know the legal age of consent and what it means.  Explain how HIV affects the body's immune system;  Understand that HIV is difficult to transmit;  Know how a person can protect themself from HIV.  <b>Vocabulary:</b> puberty, penis, vulva, testicles, nipples, womb, uterus, ovaries, fallopian tubes, egg, sperm, vagina, period, menstruation, hormones, pubic hair, clitoris, labia, breasts, sanitary towels, tampons, menstrual cup, marriage, civil partnership, anus, semen, stereotypes, biological sex, gender identity, gender expression, sexual orientation, forced/arranged marriage, female genital mutilation, illegal drugs, cannabis, reproduction, wet dreams, erection, sexual</p>
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			intercourse, conception, orgasm, implantation, embryo, labour, caesarean, adoption, surrogacy, IVF, consensual, HIV, condom
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<p>Growing and Changing</p> <p>Growing and changing unit will be taught in year groups rather than class groups. This will also be taught in YEAR A and Year B of the cycle.</p>	<p>YEAR 5</p> <p>Children will be able to:</p> <p>Use a range of words and phrases to describe the intensity of different feelings</p> <p>Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</p> <p>Explain strategies they can use to build resilience.</p> <p>Identify people who can be trusted;</p> <p>Understand what kinds of touch are acceptable or unacceptable;</p> <p>Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</p> <p>Explain how someone might feel when they are separated from someone or something they like;</p> <p>Suggest ways to help someone who is separated from someone or something they like.</p> <p>Know the correct words for the external sexual organs;</p> <p>Discuss some of the myths associated with puberty.</p> <p>Identify some products that they may need during puberty and why;</p> <p>Know what menstruation is and why it happens.</p> <p>Recognise how our body feels when we're relaxed;</p> <p>List some of the ways our body feels when it is nervous or sad;</p> <p>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</p> <p>Identify the consequences of positive and negative behaviour on themselves and others;</p> <p>Give examples of how individual/group actions can impact on others in a positive or negative way.</p> <p>Explain the difference between a safe and an unsafe secret;</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe.</p> <p>Recognise that some people can get bullied because of the way they express their gender;</p>
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Give examples of how bullying behaviours can be stopped.

**Vocabulary:** puberty, penis, vulva, testicles, nipples, womb, uterus, ovaries, fallopian tubes, egg, sperm, vagina, period, menstruation, hormones, pubic hair, clitoris, labia, breasts, sanitary towels, tampons, menstrual cup, marriage, civil partnership, anus, semen, stereotypes, biological sex, gender identity, gender expression, sexual orientation

## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
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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: 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	

### Appendices 4: PSHE LESSON GROUND RULES

These ground rules will be discussed and adapted with children at the start of a year. The more ground rules are created with children, the more likely they will 'buy in' to them. The rules will be revisited when needed – such as at the start of a PSHE lesson/new unit.

### **CLASS 1, 2 AND 3**

**Respect privacy.** We can discuss examples but don't use names or descriptions that identify anyone.

**Listen to others.** We listen properly before deciding how to respond. Everyone has the right to feel listened to.

**No personal questions.** Asking questions is good but don't ask personal questions of others.

**Right to pass.** Everyone has the right to choose not to answer a question or join the discussion.

### **CLASS 4 AND 5**

**Respect privacy.** We can discuss examples but don't use names or descriptions that identify anyone, including ourselves. We never put anyone 'on the spot'. We don't share/talk about other people's information.

**Listen to others.** It's okay to challenge a view or disagree, but we listen properly before making assumptions or deciding how to respond. Everyone has the right to feel listened to.

**No judgement.** We can explore beliefs and misunderstandings about a topic without fear of being judged.

**Right to pass.** Everyone has the right to choose not to answer a question or join the discussion.

### **RSE GROUND RULES**

**As above with the addition of...**

Only the correct names for body parts will be used when taught.

The meanings of words will be explained in a sensible and factual way.

Questions will be answered in an age appropriately way (in line with the curriculum/child's needs)

Everyone's uniqueness will be accepted-stereotypes will be challenged. Phrases like..."Some children...and some children...", The range of puberty is typically between ... and ... but some will fall outside of this...everyone is different."