



Relationships & Sex Education Policy

<u>Review Programme:</u>	
Policy adopted:	Spring 2020
Date for next review:	Spring 2022 (or as required by new guidelines or statutory regulations)
Signed – Head teacher:	Philippa Campbell

1 Introduction

- 1.1 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](#).
- 1.2 Our school's policy on relationships and sex education (RSE) is based on the requirements of the Education Act 2002 and the DfE document 'Sex and Relationship Education Guidance' (DfES 0116/2000). This continues to be the recommended RSE guidance under the current government (2019/2020).
- 1.2 In the DfE document, RSE is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'.
- 1.3 At Sketchley Hill Primary School, we teach RSE as set out in this policy. The purpose of this policy is to set out the ways in which the school's provision for relationships and sex education will support pupils through their spiritual, moral, social, emotional and physical development, and prepare them for the opportunities, responsibilities and experiences of life.

2 Aims and objectives

- 2.1 The aims of relationships and sex education (RSE) at our school are to:
- provide a framework in which sensitive discussions can take place
 - prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
 - help pupils develop feelings of self-respect, confidence and empathy
 - create a positive culture around issues of sexuality and relationships
 - teach pupils the correct vocabulary to describe themselves and their bodies
- 2.2 In our RSE programme we teach children about:
- scientific anatomical names
 - puberty and the physical development of their bodies as they grow into adults
 - having respect for and being in control of their own bodies
 - the way humans reproduce
 - the importance of sexual activity as part of a committed, long-term, and loving relationship between adults
 - that there are different types of families, all of which have equal value
 - respect for the views of other people

- moral questions
- relationship issues including keeping safe online and seeking help
- recognising the role of human rights in preventing violence against girls and women
- sexual abuse, and what they should do if they are worried about any sexual matters

3 Policy development

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

1. **Review** – a working group pulled together all relevant information including relevant national and local guidance
2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
3. **Parent/carer consultation** – parents and carers were invited to comment on the policy draft
4. **Pupil consultation** – we investigated what pupils want from their RSE lessons by discussion with the school council
5. **Ratification** – once amendments were made, the policy was shared with governors and ratified

4 Context

- 4.1 High quality relationships and sex education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. We teach RSE on the understanding that:
 - it is taught in the context of family life
 - it is part of a wider process of social, personal, spiritual and moral education
 - children should be taught to have respect for their own bodies
 - children should learn about their responsibilities to others, and be aware of the consequences of sexual activity
 - it is important to build positive relationships with others, involving trust and respect, both in person and online
 - it makes a significant contribution to our duty to safeguard and protect all children
 - it plays a key role in improving health outcomes for children and young people such as reducing teenage pregnancy and risk-taking behaviour
- 4.2 RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

- 4.3 RSE involves a combination of sharing information, and exploring issues and values.
- 4.4 RSE is not about the promotion of sexual activity.
- 4.5 Our RSE programme is one of the most important ways we act on our responsibility to safeguard and protect our children, as set out in our Safeguarding/Child Protection policy. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in *Keeping Children Safe in Education*. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our school we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.
- 4.6 In accordance with the principles of the Equality Act (2010), we believe that every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, cultural heritage, disability, sexuality, language needs or special educational needs. We use an inclusive, whole school approach to ensure RSE can be accessed in an age-appropriate way throughout a child's school career.

5 Delivery of RSE

- 5.1 Our curriculum is set out as per Appendix 2 but we may need to adapt it as and when necessary.
- 5.2 We have developed the curriculum in consultation with parents, carers, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.
- 5.3 In PSHCE, we use the PSHCE Cambridgeshire's Programme of Study for PSHCE to inform our curriculum. We teach children about relationships, and we encourage children to discuss the changes that happen as they grow up. We teach about the parts of the body, including the private parts, inappropriate touching, why males and females are different, and we explain to the children what will happen to their bodies during puberty. We encourage the children to ask for help if they need it. By the end of Key Stage 2, we ensure that both boys and girls know why children's bodies change during puberty, how to manage puberty when it happens, and how babies are conceived and born in the context of an adult sexual relationship.
- 5.4 Under the science curriculum, teachers inform children about males and females and how a baby is born. In Key Stage 1, we teach children that animals, including humans, produce offspring, which grow into adults, and we also teach them about the different parts of the body. In Key Stage 2, we teach about life processes including reproduction and the main stages of the human life cycle, in greater depth.

5.5 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 relationship
- being safe

5.5 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 board

The governing board has delegated the approval of this policy to the Head teacher.

6.2 The Head teacher

The Head teacher 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.

It is the responsibility of the Head teacher to ensure that both staff and parents and carers are informed about our RSE policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about relationships and sex effectively, and handle any difficult issues with sensitivity.

The Head teacher/PSHCE Lead liaises with external agencies regarding the school's RSE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

The head teacher and PSHCE Lead monitor this policy on a regular basis, and report to governors, when requested, on the effectiveness of the policy.

6.3 Staff

Staff are responsible for:

- delivering RSE in a sensitive way
- modelling positive attitudes to RSE
- monitoring progress
- responding to the needs of individual pupils
- responding appropriately to pupils whose parents and carers wish them to be withdrawn from the non-statutory components of RSE

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

All staff are responsible for teaching RSE.

6.4 Pupils

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

6.5 Parents and carers

The school is well aware that the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation.

To promote this objective, we:

- inform parents and carers about the school's RSE policy and practice
- answer any questions that parents and carers may have about the RSE of their child
- take seriously any issue that parents and carers raise with teachers or governors about this policy, or about the arrangements for RSE in the school
- encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary
- inform parents and carers about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home
- make the RSE resources used in our lessons available for viewing

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

7 Parent's right to withdraw

- 7.1 Parents and carers have the right to withdraw their children from the non-statutory components of sex education within RSE. All children are expected to learn the content of the national science curriculum. Parents and carers are encouraged to establish exactly what is covered in the RSE lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity.

- 7.2 Parents and carers do not have the right to withdraw their children from relationships education.
- 7.3 If a parent or carer wishes their child to be withdrawn from any part of our RSE lessons, they should discuss this first with the Head teacher, make it clear which aspects of the programme they do not wish their child to participate in and confirm their request in writing. The school always complies with the wishes of parents and carers in this regard.
- 7.4 Alternative work will be given to pupils who are withdrawn from sex education.

8 The role of other members of the community

- 8.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the local health authority, such as the school nurse and other health professionals, and our local community police officer, can give us valuable support with our RSE programme.

9 Confidentiality

- 9.1 Teachers conduct RSE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then staff will deal with it as a matter of safeguarding/child protection and immediately inform the Designated Safeguarding Lead. Staff will respond in a similar way if a child indicates that they may have been a victim of any other type of abuse, including FGM. Staff should be familiar with the specific procedures relating to the reporting of FGM (see our Safeguarding policy). The Designated Safeguarding Lead will then deal with the matter in consultation with other social, health and education professionals, in accordance with statutory safeguarding procedures.

10 Monitoring and review

- 10.1 The delivery of RSE is monitored by Alice Blain (PSHCE leader) through subject leader monitoring and reports.
- 10.2 Pupils' development in RSE is monitored by class teachers as part of our ongoing summative assessment.
- 10.3 The governing body is responsible for monitoring the delivery of our RSE policy. Governors give due consideration to any comments from parents and carers about the RSE programme, and require the Head teacher to keep a written record of parents and carers comments.
- 10.4 This policy will be reviewed every two years, or earlier if necessary.

Appendix 1
RSE Elements of the National Science Curriculum

Key Stage 1 (age 5-7 years)

Year 1 pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

Year 5 pupils should be taught to:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents and carers.

'The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.'

Department for Education, September 2013

Appendix 2

PSHCE and RSE curriculum map

Year	Autumn	Spring	Summer
FS	<p>Myself and My Relationships 1 <u>Beginning and Belonging</u> • How am I special and what is special about other people in my class?</p>	<p>Citizenship 2 <u>Me and My World</u> • Who are the people who help to look after me and my school • How can I help to look after my school?</p>	<p>Healthy and Safer Lifestyles 3 <u>Healthy Lifestyles</u> • What things can I do when I feel good and healthy?</p>

<ul style="list-style-type: none"> • <i>What have I learnt to do and what would I like to learn next?</i> • <i>How do we welcome new people to our class?</i> <ul style="list-style-type: none"> • <i>What can I do to make the classroom a safe and happy place?</i> • <i>How can I play and work well with others?</i> • <i>How can I respect the needs of others?</i> • <i>How does my behaviour make other people feel?</i> <p><u>Me and My World Booklets</u></p>	<ul style="list-style-type: none"> • How can I help to care for my things at home? <ul style="list-style-type: none"> • Where do I live and what are the different places and features in my neighbourhood? • Who are the people who live and work in my neighbourhood including people who help me? • How can we look after the local neighbourhood and keep it special for everybody? • What do animals and plants need to live and how can I help to take care of them? <ul style="list-style-type: none"> • What is money and why do we need it? • How do we save money? <p>Citizenship 1 <u>Identities and Diversity</u></p> <ul style="list-style-type: none"> • Who are the people in my class and how are we similar to and different from each other? • Who are the different people who make up a family? <ul style="list-style-type: none"> • What things are especially important to my family and me? • What are some of the similarities and differences in the way people including families live their lives? <ul style="list-style-type: none"> • How can we value different types of people including what they believe in and how they live their lives? • How do we celebrate what we believe in and how is this different for different people? 	<ul style="list-style-type: none"> • What can't I do when I am feeling ill or not so healthy? • What can I do to help keep my body healthy? • Do I understand why food and drink are good for us? • Do I understand what exercise is and why it is good for us? • Do I understand why rest and sleep are good for us? <p>Healthy and Safer Lifestyles 2 <u>Keeping Safe</u></p> <ul style="list-style-type: none"> • What do I think I have to keep safe from? • How do I know if something is safe or unsafe? • Do I understand simple safety rules for when I am at home, at school and when I am out and about? • Can I say 'No!' if I feel unsure about something and it does not feel safe or good? • Can I ask for help and tell people who care for me if I am worried or upset? • Who are the people who help to keep me safe? • What goes on to and into my body and who puts it there? • Why do people use medicines? • What are the safety rules relating to medicines and who helps me with these?
<p>Myself and My Relationships 2 <u>My Family and Friends</u></p> <ul style="list-style-type: none"> • <i>Who are my special people and why are they special to me?</i> 	<p>Myself and My Relationships 3 <u>My Emotions</u></p> <ul style="list-style-type: none"> • <i>Can I recognise and show my emotions?</i> 	<p>Healthy and Safer Lifestyles 1 <u>My Body and Growing Up</u></p> <ul style="list-style-type: none"> • <i>What does my body look like?</i>

	<ul style="list-style-type: none"> • <i>Who is my family and how do we care for each other?</i> • <i>What is a friend?</i> • <i>How can I be a good friend?</i> • <i>How do I make new friends?</i> • <i>How can I make up with friends when I have fallen out with them?</i> • <i>How does what I do affect others?</i> • <i>Do I know what to do if someone is unkind to me?</i> 	<ul style="list-style-type: none"> • <i>Can I recognise emotions in other people and say how they are feeling?</i> • <i>Do I know what causes different emotions in myself and other people?</i> • <i>How do I and others feel when things change?</i> • <i>Do I know simple ways to make myself feel better?</i> • <i>How can I help to make other people feel better?</i> 	<ul style="list-style-type: none"> • <i>How has my body changed as it has grown?</i> • <i>What can my body do?</i> • <i>What differences and similarities are there between our bodies?</i> • <i>How can I look after my body and keep it clean?</i> • <i>How am I learning to take care of myself and what do I still need help with?</i> • <i>Who are the members of my family and trusted people who look after me/?</i> • <i>How do I feel about growing up?</i>
1	<p>Myself and My Relationships 4 <u>Beginning and Belonging</u></p> <ul style="list-style-type: none"> • <i>What can I do to help make the school and classroom a safer and fair place?</i> • <i>How can I get to know other children in my class?</i> • <i>How do I feel when I am doing something new?</i> • <i>How can I make someone feel welcome?</i> • <i>How can I help other people to feel better?</i> • <i>What do I know about how to solve problems?</i> 	<p>Healthy and Safer Lifestyles 4 <u>Managing Risk</u></p> <ul style="list-style-type: none"> • What are risky situations and how can I keep myself safer? • How do I feel in risky situations? • What is my name, address and phone number and when might I need to give them? • What is an emergency and who helps? • How can I help in an emergency? <p>Healthy and Safer Lifestyles 5 <u>Safety Contexts</u></p> <ul style="list-style-type: none"> • Where are the safer places I can play? • What are the risks for me in using the roads, and how can I stay safe? • What are the risks for me in the sun and how can I stay safe? • What are the risks for me near water and how can I stay safe? • What are the risks for me if I am lost and how can I stay safe? • What are the best ways to keep safe from accidents? 	<p>Healthy and Safer Lifestyles 6 <u>Sex and Relationships Education</u></p> <ul style="list-style-type: none"> • <i>What are the names of the main parts of the body?</i> • <i>What can my body do?</i> • <i>When am I in charge of my actions and my body?</i> • <i>Do I understand how amazing my body is?</i> • <i>How can I keep my body clean?</i> • <i>How can I stop common illnesses and diseases spreading?</i>

	<p>Citizenship 3 <u>Working Together</u></p> <ul style="list-style-type: none"> • What am I and other people good at? • What new skills would I like to develop? • How can I listen well to other people? • How can I work well in a group? • Why is it important to take turns? • How can I negotiate to sort out disagreements? • How are my skills useful in a group? • What is a useful evaluation? <p>Citizenship 4 <u>Diversity and Communities</u></p> <ul style="list-style-type: none"> • What are some of the similarities and differences between me and others • What do I understand about my culture and beliefs and those of other people? <ul style="list-style-type: none"> • Who are the people who help me, and what do they do? • What does 'my community' mean and what do people do there? • How do we care for animals and plants? • How can I help look after the school environment? 	<p>Myself and My Relationships 5 <u>Me and My Emotions</u></p> <ul style="list-style-type: none"> • <i>Can I name some different feelings?</i> • <i>Do I know what makes me feel happy, sad, cross etc?</i> • <i>How do my feelings and my actions affect others?</i> • <i>How do I manage some of my emotions?</i> <ul style="list-style-type: none"> • <i>What helps me to feel relaxed?</i> • <i>How can I control my behaviour?</i> • <i>Who do I share my feelings with?</i> • <i>How can I stand up for myself?</i> 	<p>Healthy and Safer Lifestyles 7 <u>Healthy Lifestyles</u></p> <ul style="list-style-type: none"> • How can I stay healthy? • What does it feel like to be healthy? • What does healthy eating mean and why is it important? • Why is it important to be active? • What foods do I like and dislike and why? • What can help us eat healthily? • Why do we need food? • What healthy choices can I make?
2	<p>Citizenship 5 <u>Rights, Rules and Responsibilities</u></p> <ul style="list-style-type: none"> • How do rules make me feel happy and safe? • How do I take part in making rules? • Who looks after me and what are their responsibilities? • What jobs and responsibilities do I have in school and at home? 	<p>Myself and My Relationships 6 <u>Family and Friends</u></p> <ul style="list-style-type: none"> • <i>Can I describe what a friend is and does? • How do I make new friends?</i> • <i>How do I keep friends?</i> • <i>How can I make up with my friends when things go wrong?</i> • <i>Who is in my family, and how do we care for each other?</i> 	<p>Healthy and Safer Lifestyles 10 <u>Sex and Relationships Education</u></p> <ul style="list-style-type: none"> • <i>How do babies change and grow?</i> • <i>How have I changed since I was a baby?</i> • <i>What do babies and children need?</i> • <i>What are my responsibilities now I'm older?</i>

<ul style="list-style-type: none"> • Can I listen to other people, share my views and take turns? • Can I take part in discussions and decisions in class? 	<ul style="list-style-type: none"> • <i>Who are my special people and what makes them special to me?</i> • <i>How am I similar to and different from other people?</i> • <i>Who do I get support from when I need it?</i> <p>Myself and My Relationships 7 <u>Anti-bullying</u></p> <ul style="list-style-type: none"> • <i>Can I recognise behaviour that is bullying?</i> • <i>Do I understand some of the reasons why bullying happens?</i> • <i>How does bullying make people feel?</i> • <i>Do I know what to do if I am being bullied?</i> • <i>Do I know what to do if I witness someone being bullied?</i> • <i>How does my school help positive and safe relationships?</i> • <i>Where might bullying happen in my school?</i> 	
<p>Healthy and Safer Lifestyles 8 <u>Drug Education</u></p> <ul style="list-style-type: none"> • What happens when things enter the body? • What are medicines and why do some people use them? • What do I understand about the roles of doctors, nurses and hospitals? • What can I do if I feel poorly? • What are the potentially risky substances at home and at school? • How can I keep safe from harm if I come across risky substances? • What is it like to be persuaded? 	<p>Economic Wellbeing 1 <u>Financial Capability</u></p> <ul style="list-style-type: none"> • Where does money come from and where does it go when we 'use' it? • How might I get money and what can I do with it? • How do we pay for things? • What does it mean to have more or less money than you need? • How do I feel about money? • How do my choices affect me, my family, others? • What is a charity? 	<p>Myself and My Relationships 8 <u>Managing Change</u></p> <ul style="list-style-type: none"> • <i>How am I changing as I grow up?</i> • <i>How are my achievements, skills and responsibilities changing?</i> • <i>How can I change my behaviour when something goes wrong?</i> • <i>How do I cope when friendships change?</i> • <i>How do I feel and how do I cope when I lose something special to me?</i> • <i>What helps me to feel better when I am hurt?</i> • <i>When can I make choices about changes?</i>

	<p>Healthy and Safer Lifestyles 9 <u>Personal Safety</u></p> <ul style="list-style-type: none"> • Can I describe my home and neighbourhood? • Who are the people who help keep me safer? • Who could I talk to if I felt unsafe or unsure? • Do I understand what good and bad secrets might be? • What can I do if someone tries to persuade me? • Can I recognise and describe 'yes' and 'no' feelings and "I am not sure" feelings? • How can I get the attention of an adult if I need to? 		
3	<p>Myself and My Relationships 9 <u>Beginning and Belonging</u></p> <ul style="list-style-type: none"> • <i>What does it feel like to be new or to start something new?</i> • <i>What helps me to feel like I belong and am valued in school?</i> • <i>How can I make other people feel welcome?</i> • <i>What will help us to feel safer and to learn well in our class and school?</i> • <i>What different rules do we sometimes need in different places?</i> • <i>How can I manage my feelings and calm them down if necessary?</i> • <i>Who can I talk to when I need help?</i> 	<p>Healthy and Safer Lifestyles 11 <u>Managing Risk</u></p> <ul style="list-style-type: none"> • What risks are there to my safety, my friendships and my feelings? • How might my friends affect my decisions about risk? • How do I feel and how does my body react in risky situations? • Can I make decisions in risky situations? • Who would I ask for help if things went wrong? • What action is it okay for me to take in an emergency? <p>Healthy and Safer Lifestyles 12 <u>Safety Contexts</u></p> <ul style="list-style-type: none"> • How are roads risky and how can I reduce the risks? • How is fire risky and how can I reduce the risks? 	<p>Citizenship 6 <u>Working Together</u></p> <ul style="list-style-type: none"> • What am I good at and what are others good at? • What new skills would I like or need to develop? • How well can I listen to other people? • How do I ask open questions? • How can I share my views and opinions effectively? • How can different people contribute to a group task? • How can I persevere and overcome obstacles to my learning? • How can I work well in a group? • What is useful evaluation? • How do I give constructive feedback and receive it from others? <p>Citizenship 7 <u>Diversity and Communities</u></p> <ul style="list-style-type: none"> • What makes me 'me'? • How are we different from each other?

		<ul style="list-style-type: none"> • How is water risky and how can I reduce the risks? • How do I keep myself safe during activities and visits? • How can I stop accidents happening? 	<ul style="list-style-type: none"> • What are some of the different lifestyles and beliefs people have? • What are stereotypes and how can I challenge them? • What are the roles of different people in my community? • How can we care for the environment? • What do animals need, and what are the responsibilities of humans towards them? • How do we choose pets, and how do we look after them?
	<p>Myself and My Relationships 10 <u>My Emotions</u></p> <ul style="list-style-type: none"> • <i>What is special about me and other people?</i> • <i>How can I communicate my emotions?</i> • <i>How do I cope with difficult emotions?</i> • <i>How can I deal with fears and worries?</i> • <i>How do my actions and emotions affect the way I and others feel?</i> • <i>How do I care for other people's feelings?</i> • <i>Who can I talk to about the way I feel?</i> • <i>How can I disagree without being disagreeable?</i> 	<p>Healthy and Safer Lifestyles 13 <u>Sex and Relationships Education</u></p> <ul style="list-style-type: none"> • <i>How are males and females different and what are the different parts called?</i> • <i>What can my body do and how is it special?</i> • <i>Why is it important to keep clean?</i> • <i>What can I do for myself to stay clean and how will this change in the future?</i> • <i>How do different illnesses and diseases spread and what can I do to prevent this?</i> 	<p>Healthy and Safer Lifestyles 14 <u>Healthy Lifestyles</u></p> <ul style="list-style-type: none"> • How can I have a healthy lifestyle? • How do nutrition and physical activity work together? • What does healthy eating and a balanced meal mean? • How can I plan and prepare simple, healthy food safely? • How can I look after my teeth and why is it important? • Who is responsible for my lifestyle choices and how are they influenced?
4	<p>Citizenship 8 <u>Rights, Rules and Responsibilities</u></p> <ul style="list-style-type: none"> • Why do we need rules at home and at school? • What part can I play in making and changing rules? • What do we mean by rights and responsibilities? • What are my responsibilities at home and at school? 	<p>Myself and My Relationships 13 <u>Managing Change</u></p> <ul style="list-style-type: none"> • <i>What changes have I already experienced and might I experience in the future?</i> • <i>What changes might other people be going through?</i> • <i>What is it like to be separated from a special person?</i> 	<p>Healthy and Safer Lifestyles 17 <u>Sex and Relationships Education</u></p> <ul style="list-style-type: none"> • <i>What are the main stages of the human life?</i> • <i>What does it mean to be 'grown up'?</i> • <i>What am I responsible for now and how will this change?</i> • <i>How do parents and carers care for babies?</i>

	<ul style="list-style-type: none"> • How do we make democratic decisions in school? • What is a representative and how do we elect them? 	<ul style="list-style-type: none"> • <i>How do people feel when things change or people or pets die?</i> • <i>What emotions might I feel at times of loss and change?</i> • <i>How might I behave when I feel these emotions?</i> • <i>What can I do to make the best of new situations?</i> 	
	<p>Healthy and Safer Lifestyles 15 <u>Drug Education</u></p> <ul style="list-style-type: none"> • What medical and legal drugs do I know about, and what are their effects? • Who uses and misuses legal drugs? • Why do some people need medicine and who gives it? • What are the safety rules for storing medicine and other risky substances? • What should I do if I find something risky? • What do I understand about how friends and the media influence me? <p>Healthy and Safer Lifestyles 16 <u>Personal Safety</u></p> <ul style="list-style-type: none"> • How can I be responsible for my own personal safety? • What sorts of physical contact do I feel comfortable with? • Who are the adults and friends I can trust and to whom I can talk about my feelings? • When might I need to break a promise or tell a secret? <p><u>British Values- politics/ democracy- UCQ</u></p>	<p>Economic Wellbeing 2 <u>Financial Capability</u></p> <ul style="list-style-type: none"> • What different ways are there to earn and spend money? • What do saving, spending and budgeting mean to me? • How can I decide what to spend my money on and choose the best way to pay? • What might my family have to spend money on? • What is 'value for money'? • How do my feelings about money change? • How do my choices affect my family, the community, the world and me? 	<p>Myself and My Relationships 11 <u>Family and Friends</u></p> <ul style="list-style-type: none"> • <i>What does a good friend do?</i> • <i>Do I know how to listen to and support my friends?</i> • <i>How do I cope when relationships change?</i> • <i>What are some of the similarities and differences between me and my classmates?</i> • <i>Who is in my network of special people, and how do we affect each other?</i> <p>Myself and My Relationships 12 <u>Anti-bullying</u></p> <ul style="list-style-type: none"> • <i>What are the key characteristics and forms of bullying?</i> • <i>Do I understand that bullying occurs when a person or group of people feel the need to have power over another person or group of people?</i> • <i>Do I understand how bullying affects the way we think, feel and behave?</i> • <i>How can I keep myself safe if I am being bullied?</i> • <i>How might bystanders intervene and help someone who is being bullied?</i>

5	<p>Myself and My Relationships 14</p> <p><u>Beginning and Belonging</u></p> <ul style="list-style-type: none"> • <i>How do we make sure we feel safe in our class and school?</i> • <i>How do we build good relationships in our class?</i> • <i>How do we make new people feel welcome and valued?</i> • <i>How do I feel when I do something new?</i> • <i>Which ways to calm down work for me?</i> • <i>How do I solve problems?</i> • <i>Who can I talk to when I need help?</i> • <i>How can I help and support other people?</i> 	<p>Economic Wellbeing 3</p> <p><u>Financial Capability</u></p> <ul style="list-style-type: none"> • What different ways are there to gain money? • What sort of things do adults need to pay for? • How can I afford the things I want or need? • How can I make sure I get 'value for money'? • Why don't people get all the money they earn? • How is money used to benefit the community or the wider world? • What is poverty? 	<p>Citizenship 9</p> <p><u>Working Together</u></p> <ul style="list-style-type: none"> • What are my strengths and skills and how are they seen by others? • What helps me learn new skills effectively? • What would I like to improve and how can I achieve this? • How could my skills and strengths be used in future employment? • What are some of the jobs that people do? • How can I be a good listener to other people? • How can I share my views effectively and negotiate with others to reach agreement? • How can I persevere and help others to do so? • How can I give, receive and act on sensitive and constructive feedback? <p>Citizenship 10</p> <p><u>Diversity and Communities</u></p> <ul style="list-style-type: none"> • What makes up my 'identity' and that of other people? • What are the different identities locally and in the UK? • How can I show respect for different views, lifestyles and beliefs? • What are the negative effects of stereotyping? • What groups and communities am I part of? • Who works for the good of the community and how can I help? • What are voluntary organisations and how do they make a difference? • What is the role of the media and how does it influence me and my community? • Who cares for the environment and what is my contribution?
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	<p>Healthy and Safer Lifestyles 18 <u>Managing Risk</u></p> <ul style="list-style-type: none"> • When might it be good to take risk? • What are the different consequences of taking physical, emotional and social risks? • How risky are different situations? • When am I responsible for my own safety? • How can I keep myself and others safe? • How can I get the attention of an adult if I need to? • Where can people go for help? • How can I help people who need support? • Can I carry out basic first aid? <p>Healthy and Safer Lifestyles 19 <u>Safety Contexts</u></p> <ul style="list-style-type: none"> • How can I stay safe on the roads as cyclist or pedestrian? • How do I keep myself safe in the sun? • How can I stay safe in my home? • How can I stay safe near railways? • What helps to make school a safe place? • How can I prevent accidents? 	<p>Myself and My Relationships 15 <u>My Emotions</u></p> <ul style="list-style-type: none"> • <i>What am I good at?</i> • <i>What do I find difficult?</i> • <i>What do I feel proud of about myself?</i> • <i>How do I manage strong emotions?</i> • <i>What can I do when I realise I'm in a bad mood?</i> • <i>How do I recognise how other people feel and respond to them?</i> • <i>How do I cope when I disagree with someone?</i> • <i>How and from whom do I get support when things are difficult?</i> 	<p>Healthy and Safer Lifestyles 20 <u>Sex and Relationships Education</u></p> <ul style="list-style-type: none"> • <i>What are male and female sexual parts called and what do they do?</i> • <i>What happens to the bodies of boys and girls when they reach puberty?</i> • <i>What influences my view of my body?</i> • <i>How can I keep my growing and changing body clean?</i> • <i>How can the spread of viruses and bacteria be stopped?</i> • <i>What is HIV?</i>
6	<p>Citizenship 11 <u>Rights, Rules and Responsibilities</u></p> <ul style="list-style-type: none"> • How can I contribute to making and changing rules in school? • How else can I make a difference in school? • Are there places or times when I have to behave differently? • What are the basic rights of children and adults? 	<p>Healthy and Safer Lifestyles 21 <u>Healthy Lifestyles</u></p> <ul style="list-style-type: none"> • What does being healthy mean and what are the benefits? • Why is a varied and balanced diet important? • How can I achieve a healthy energy balance? • How does physical activity help me? 	<p>Myself and My Relationships 18 <u>Managing Change</u></p> <ul style="list-style-type: none"> • <i>What different changes do we or might we experience?</i> • <i>How will I feel if I lose something or someone or if things change?</i> • <i>How have I been affected by changes I have already experienced?</i> • <i>How are my friendships and relationships changing?</i>

<ul style="list-style-type: none"> • Why do we have laws in our country? • How does democracy work in our community and in our country? • What do councils, councillors, parliament and MPs do? • Can I take part in a debate and listen to other people's views? 	<ul style="list-style-type: none"> • How can I plan, prepare and cook healthy meals safely? • What or who influences me when I'm making lifestyle choices? <ul style="list-style-type: none"> • How am I responsible for a healthy lifestyle? <p>Healthy and Safer Lifestyles 22 <u>Drug Education</u></p> <ul style="list-style-type: none"> • What do I know about medicines, alcohol, nicotine, solvents and illegal drugs and how they affect people who use them and others? • How does drug use affect the way a body or brain works? • How do medicines help people with a range of illnesses? • What does misusing a drug mean? • What are some of the laws about drugs? • What risks should I look for around substances? • How do my friends influence my behaviour and decision making? • How and why do companies advertise drugs? • When and how should I check information I am given? 	<ul style="list-style-type: none"> • <i>In what different ways do people grieve?</i> • <i>How might I or other people behave when we are living through change?</i> • <i>How might I feel when I move to another school?</i>
<p>Myself and My Relationships 16 <u>Family and Friends</u></p> <ul style="list-style-type: none"> • <i>Who is in my network of relationships and how has it changed?</i> • <i>How can I develop new friendships and maintain existing ones?</i> • <i>In what way is it positive to have differences between people?</i> • <i>What different kinds of families are there?</i> 	<p>Healthy and Safer Lifestyles 20 <u>Sex and Relationships Education</u></p> <ul style="list-style-type: none"> • <i>What are male and female sexual parts called and what do they do?</i> • <i>What happens to the bodies of boys and girls when they reach puberty?</i> • <i>What influences my view of my body?</i> • <i>How can I keep my growing and changing body clean?</i> 	<p>Healthy and Safer Lifestyles 24 <u>Sex and Relationships Education</u></p> <ul style="list-style-type: none"> • <i>How are babies made?</i> • <i>How can I express my feeling positively as I grow up?</i> • <i>When am I responsible for how others feel? • What should adults think about before they have a baby?</i> • <i>What are families like?</i>

- *How can I manage some of the pressures on my relationships?*
- *Who do I get support from and how do I support others?*

Myself and My Relationships 17

Anti-bullying

- *Can I define bullying?*
- *Do I understand why a person or group of people may feel the need to have power over another person or group of people?*
- *Can I respond to bullying and seek support where necessary?*
- *How can bullying affect people's behaviour and wellbeing?*
- *How might people's responses to bullying improve or worsen a situation?*
- *Can I identify ways of preventing bullying in school and the wider community?*

- *How can the spread of viruses and bacteria be stopped?*
- *What is HIV?*

Personal Hygiene – Some of my bits ain't nice

Appendix 3:

By the end of primary school pupils should know

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

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