

Alexandra Primary School



Alexandra

Primary School

Aspire, Perform, Succeed

A Policy to Support the Teaching and Learning for Relationships, Sex and Health Education (RSHE)

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1. Context

Children need to know how to be safe and healthy and keep themselves so, as they grow up in society that is constantly evolving. School has a role in supporting children through this in an increasingly complex world. Children will encounter many positive and exciting opportunities and experiences but there will also be challenges and risks.

School has an important role to play in helping children become able to deal with potential risks and know how to keep themselves safe and healthy, to manage their learning and development leading to positive outcomes. School will work with parents and carers as the prime educators in fulfilling our responsibilities.

Relationships, Sex and Health Education at Alexandra Primary School will be taught respectfully paying regard to the backgrounds and beliefs of our children and families and taught through supported by carefully thought out resources, sensitively to provide children with the knowledge they need to keep themselves safe, risk aware, healthy and promote emotional literacy and wellbeing.

Our curriculum will build upon prior learning focusing on feelings and emotions, healthy and respectful relationships, family and friendships, valuing difference and growth and change.

2. Aims

At Alexandra Primary School we aim to encourage our children to:

- Aspire to be successful learners who enjoy learning
- Perform as well as they can, make progress and achieve and become confident individuals who are able to live safe and fulfilling lives
- Succeed as responsible citizens who make a positive contribution to society

When children enter their next stages of education and then ultimately employment the young people know that educators and employers want them to have the following attributes.

To have:

- a good grasp of basic knowledge and skills;
- be reliable, take responsibility and show resilience;
- an ability to build and maintain relationships;
- an ability to work collaboratively in a team;
- creativity and use problem solving skills;
- an understanding of how to keep themselves fit and healthy, physically and emotionally.

The aims of relationships, sex and health education (RSHE) at our school also support the following:

- To help children develop positive and healthy relationships appropriate to their age and development with particular reference to boundaries, privacy and their body, including healthy online relationships;
- To support children to have positive self-esteem and body image;
- To enable children to understand and respect their bodies;
- To empower children to be safe and safeguarded, and help children know how to seek help if they feel unsafe;
- Provide a framework in which sensitive discussions can take place;
- Complement Health Education in relation to wellbeing, being safe, internet safety and in preparing children for puberty and give them an understanding of the importance of health and hygiene;
- Help children to develop positive personal attributes, such as resilience, self-respect, confidence, kindness and empathy;
- Create a positive culture around families of many forms, relationships and sexuality.

A comprehensive RSHE curriculum can help children to feel more positive about themselves and to understand what a healthy relationship looks like. Keeping Children Safe in Education (KCSIE) 2022 sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum. Our RSHE curriculum at Alexandra Primary School forms a central part of this provision. This may include covering relevant issues through Relationships Education and through Personal, Social, Health and Economic education (PSHEE).

At the heart of these subjects there is a focus on keeping children safe, and we acknowledge that schools can play an important role in preventative education. We will deliver content that is age appropriate and respectful of faith and diversity.

3. Links to the UN Convention on the Rights of the Child

As a Gold Accredited Rights Respecting School, we uphold the articles from the United Nations Convention on the Rights of the Child in everything we do. The following articles underpin this policy:

Article 2: (non-discrimination): Every child has the right to be treated equally and with respect.

Article 13 (freedom of expression): Every child must be free to express their thoughts and opinions and to find out information.

Article 19: (Protection from violence, abuse and neglect): Every child has the right to be protected from harm.

Article 24: (health and health services): Every child has the right to education on health and well-being so that children can stay healthy.

Article 28: (right to education): Every child has the right to an education.

Article 29: (goals of education): Education must develop every child's personality, to encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Aspects of RSHE are taught as an integral part of the school's PSHE provision. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

4. 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](#).

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in [The Equality Act 2010 and school's advice](#). The DfE guidance states that schools should pay particular attention to the Public sector equality duty (PSED). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the [SEND Code of Practice](#) when planning for these subjects.

However, we are not required to provide sex education at primary school but we do need to teach the elements of sex education contained in the science curriculum. It is a legal requirement for all pupils to participate in relationship and health education. Health education includes learning about puberty.

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state.

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and

communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

(DfE Guidance p.8)

In addition to Relationships Education, pupils are also required to learn about puberty as part of their compulsory lessons in Health Education. This is taught through both the Science and PSHE curriculum.

Sex education taught in PSHE lessons (as opposed to the content in the Science curriculum) is not compulsory in primary schools, although the Department of Education do recommend that all primary schools should have a graduated and age-appropriate sex education programme for their pupils.

(DfE Guidance p 23 and 24).

At Alexandra Primary School we teach RSHE as set out in this guidance.

5. Policy development

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

1. Review – the PSHE subject leader along with a steering group collaborated to review bring together relevant information including relevant national and local guidance and share this with the Senior Leadership Team and Governors;
2. Pupil consultation – a survey was conducted to establish what children wanted and their opinions on RSHE lessons. The results of the survey were used to inform policy and delivery of RSHE at APS.
3. Staff consultation – all school staff were invited to take part in a survey and given the opportunity to comment on the policy and make recommendations;
4. Parent / stakeholder consultation – parents and any interested parties were invited to be part of a steering group, to watch an on-line information workshop about this policy and feedback is included in this policy.
5. Ratification – once amendments were made, the policy was shared with governors to review before being ratified.

6. Definitions

At APS, Relationships education is about developing the fundamental building blocks and the characteristics for positive relationships, with particular reference to making and maintaining friendships, family relationships and building and maintaining relationships with other children and adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. In an age-appropriate way, pupils will learn about how to take turns, treating others with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, the concept of personal privacy, and that these principles of positive relationships apply online. The values that underpin our school aims.

Explicitly drawing attention to the features of healthy relationships in a range of contexts should enable pupils to form a strong, early understanding of those features that are likely to lead to happiness and security, and to recognise any less positive relationships when they encounter them.

A growing ability to form strong, positive relationships depends on children's own character traits and positive personal attributes. We encourage the development and practice of these attributes in a variety of different ways.

Through Relationships Education, we will teach pupils the knowledge they need to stay safe and recognise or report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy regarding their bodies, in friendships, in families and with others, including online.

Children will know how to report concerns and seek advice when they suspect or know that something is wrong. Supporting children's happiness, developing their capacity to take care of themselves and know where they can get support or who to seek help from if the need arises.

Sex education is about reproduction (how a baby is conceived and born). Parents have the right to withdraw their child(ren) from sex education lessons.

RSHE involves learning about relationships, healthy lifestyles, diversity and personal identity and involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity or lifestyles.

Health education is concerned with the characteristics of good physical and mental wellbeing. Developing well-being, character, exploring perseverance and achieving goals and matters involving resilience and recovering from knocks and challenges. It includes learning about puberty (preparing boys and girls for the changes that adolescence brings).

7. The Curriculum

Our curriculum is set out as per Appendix 1, it maybe adapted to suit children's needs as and when necessary for example for safeguarding concerns that arise for individuals or groups of children.

At Alexandra Primary School we have developed a curriculum in consultation with parents, children and staff, taking into account the age, needs and feelings of pupils. Relationships education will be taught in all key stages and will focus of the following themes of positive relationships:

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

In addition to what is covered in the science curriculum, health and sex education at APS includes:

- Health Education (statutory) – Puberty, preparing boys and girls for the changes that adolescence brings.
- Sex Education - They key biological facts about how a baby is conceived and born;

This will be covered in Upper Key Stage 2. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are informed and do not seek answers online using inappropriate websites. Questions will be answered according to the age and maturity of the children concerned. Questions do not have to be answered directly and can be addressed individually at another time. Teachers will use their skill and discretion in this area and can refer to a Designated Safeguarding Lead if they are concerned.

Teachers may use their discretion in responding to questions and may say for example:

- The appropriate person to answer that is your parent;
- The topic will be covered at a later stage in your Relationships Education;
- The question can be discussed in a smaller group.

8. Delivery of RSHE

RSHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum. We place a significant emphasis on the importance of relationships. The school aims of Aspire, Perform and Succeed are central to our RSHE curriculum.

The curriculum is supported by published material from Jigsaw and The Christopher Winter Project. The curriculum is carefully planned to ensure progression as part of a spiral curriculum, covering topics in an age-appropriate way. We take a mindful approach to PSHE as our planned activities are tailored to our children's needs.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year. It will include the following:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

- No one (teacher or pupil) will have to answer a personal question
- Children will not have to participate in discussions if they don't want to
- Everyone's contribution will be respected
- Correct names for body parts will be used and meanings of words will be explained in age appropriate, factual and sensible ways.

Discussions and questions may well touch on subjects that are close to the children's own experiences, some of which could potentially be upsetting or disconcerting. Teachers ensure that topics and issues that are taught are depersonalised. Any safeguarding concerns are reported to a Designated Safeguarding Lead, recorded on CPOMS.

Vocabulary used during lessons, particularly in Years 5 and 6, will include the correct names for body parts and functions. Nicknames may be referred to in the first instance to

clarify and support the teaching and learning. It is especially important to teach children about appropriate, respectful language.

8.1 Jigsaw Scheme of Work

Jigsaw covers all the areas of PSHE including RSHE. The table below gives the learning theme of each of the six Jigsaw (puzzle units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying and understanding (includes cyber bullying and bullying linked to protected characteristics from Equality Act 2010)
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

PSHE (which includes RSHE) is taught weekly within the classroom. We allocate one hour per week in for PSHE to teach the knowledge and skills in a developmental and age-appropriate way. This is delivered by class teachers may be supported by Teaching Assistants and the pastoral team, where necessary. The learning is reinforced in many ways, for example, through assemblies, class charters, visitors to school, our praise and rewards systems. Through our aspire, perform, succeed motto, we aim to model and apply learning to everyday situations in the school community to add to our social, moral, spiritual and cultural awareness.

It is important to note that, whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw, e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Our planning will include a range of teaching methods and interactive activities to ensure that our Relationships Education is both engaging, effective, and age and stage (including emotional maturity) appropriate. Teachers ensure that planning takes an approach that is also inclusive in terms of gender identity, sexual orientation, disability, diversity, ethnicity, culture, religion or belief, or other life experience.

8.2 Sex Education as part of RSHE

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

We introduce this content through our Science lessons, with additional learning and time for pupils' worries and questions discussed in our PSHE lessons. The Changing Me Unit at the end of Years 5 and 6 covers this additional content.

Parents have the right to withdraw their child from some or all of this content in the PSHE curriculum. The school will inform parents of this right by ScholarPack text before the Changing Me Puzzle is taught. Parents in Years 5 and 6 will also be invited to the school to preview the sex education materials before these sessions take place. We recommend that any parents who wish to withdraw their child view the materials at this meeting, so they are able to state what content they want their child withdrawn from. Requests for withdrawal should then be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Alternative PSHE work will be given to pupils who are withdrawn from sex education.

8.3 Equal Opportunities

At APS we believe that Relationships Education should meet the needs of all pupils. All staff are expected to give every pupil the chance to experience, participate and achieve in their Relationships Education. Equal time and provision will be allocated for all groups although there may be occasions where children with special educational needs (SEN) are given extra support.

The DfE Guidance 2019 (p.15) states:

“Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics”.

Teaching about respect and the protected characteristics mainly takes place in the 'Celebrating Difference' topic. Learning throughout the school focuses on similarities and differences and teaches about diversity, such as disability, racism, gender, family composition, friendships and conflict. Children in all key stages learn to accept everyone's right to 'difference'. Anti-Bullying, including cyber bullying, is an important aspect of this topic.

Areas of learning are taught within the context of family life. Children will learn how families of many forms provide a nurturing environment for children, to reflect sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs. (Families can include, for example: single parent families, LGBT+ parents, families headed by grandparents, adoptive parents and foster parents / carers amongst other structures)

We ensure that our Relationships Education is inclusive to the needs of our pupils, including those with special educational needs, by conducting knowledge harvests at the start of new units to gauge children's understanding based on prior learning. Knowledge harvests take many forms and are used to inform our planning and any required differentiation for the lessons that follow; they are often revisited at the end of a unit in order to monitor progress.

At APS we promote respect for all and value every individual child. We also respect the rights of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension some aspects of Relationship, Health and Sex Education.

8.4 Special Needs

Children with special educational needs will be given the opportunity to fully participate in RSHE lessons. Scaffolded work will be provided where necessary, to ensure all pupils gain a full understanding of the topics covered.

8.5 Visiting Speakers

External contributors from the community, e.g. health promotion specialists, school nurses, and community police, make a valuable contribution to the PSHE programme. Their input will be carefully planned and monitored so as to fit into and complement the programme.

Any visiting speakers to the school should be familiar with the RSHE Policy. All sessions run by a visiting speaker should also be attended by a teacher familiar with the policy. Lesson content will be reviewed by the class teacher prior to the session.

9. Roles and responsibilities

The governing board will approve the RSHE policy, and hold the Head teacher to account for its implementation.

The Head teacher

The Head teacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory and non-science components of RSHE (see section 8.2).

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress using both formative and summative assessment
- Responding to the needs of individual children
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

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

Children

The children are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity (see section 8).

10. Parents' right to withdraw

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

Parents **do** have the right to withdraw their children from the non-statutory and non-science components of sex education within RSHE.

Parents are encouraged to talk to the class teacher and / or view the teaching resources for clarification.

Parents in Years 5 and 6 will also be invited to the school to preview the Changing Me materials. We recommend that any parents who wish to withdraw their child view the materials at this meeting, so they are able to state how much of the content they want their child withdrawn from. Requests for withdrawal should then be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative PSHE work will be given to pupils who are withdrawn from sex education.

11. Training

Staff are trained on the delivery of RSHE as part of our continuing professional development calendar and included in the induction programme if new to our school. External providers may be used as and when necessary to support training.

12. Monitoring arrangements

The delivery of the RSHE programme is monitored by the PSHE lead through:

- Learning walks,
- Work sampling and book looks
- Pupil voice, feedback from discussions and questionnaires with children
- Planning reviews
- informal discussions with staff

The quality of the provision and its consistency to this policy is carefully monitored by class teachers and the PSHE lead as part of internal monitoring and assessment arrangements and evaluated by the Senior Leadership Team.

13. Confidentiality, safeguarding and child protection

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they will talk to the designated safeguarding lead and will follow the stages outlined in our Child Protection and Safeguarding policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for safeguarding and child protection matters.

14. Policy Review

This policy will be reviewed every two years by the PSHE lead supported by staff. At every review, the changes to the policy will be reviewed and ratified by the Governing Board.

15. Links to other school policies

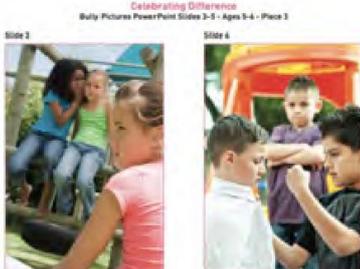
This policy should be read in conjunction with the following documents and school policies:

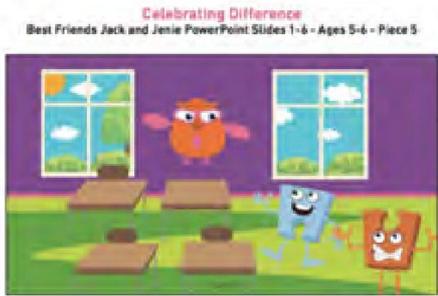
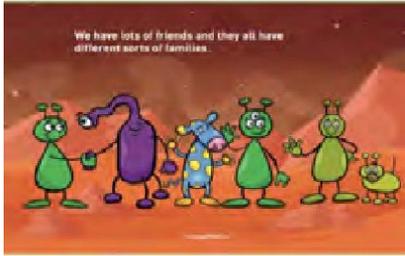
- Keeping Children Safe in Education (2022)
- PSHE Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- SEND Policy
- Whole, Happy, Healthy
- Alexandra Primary School's Moral Purpose

This policy was discussed and approved by the Governing Board on:

Appendix 1: Relationships and Sex Education Curriculum Map

Year	Term	Topic/Theme Details	Examples of activities or resources used
EYFS	Autumn 2	Celebrating Difference <ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself 	<p>Lesson 3 – Children learn that we are all different but also the same in some ways. The teacher reads a story that explores similarities and differences amongst people. Children will look at pictures of families from around the world.</p>  <p>Lesson 6 – Children learn the appropriate words to use when they don't like what someone does or says to them including phrases such as, 'Please don't do that, I don't like it.'</p>
	Summer 1	Relationships <ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend 	<p>Lesson 1 – children identify some of the jobs they do in their family and how they feel like they belong. Children have the opportunity to share their jobs in their family and think about what would happen if no one did their jobs.</p>  <p>Lessons 4 and 5 – Children start to understand the impact of unkind words and learn strategies to help them manage their feelings with a focus on developing ways to calm down when they feel angry. Children will be encouraged to think about how they feel when they hear negative statements and compare this to how they feel when they hear positive statements. These themes will be explored using role-play with teddies.</p>

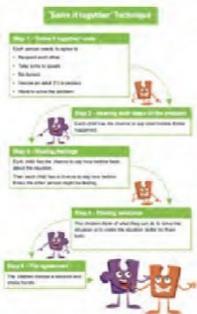
Year	Term	Topic/Theme Details	Examples of activities or resources used
Year 1	Autumn 2	Celebrating Difference <ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone 	<p>Lesson 3 – Children identify what bullying is and create anti-bullying messages/slogans</p> 

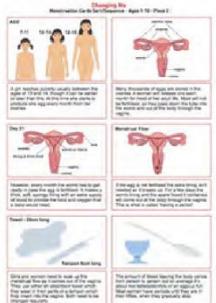
			<p>Lesson 5 – Children learn about making friends with others, even when they are different from us</p>  <p>When they were inside, Jack introduced Abbey Owl. Abbey also helped with the children in their lessons and Jack knew she was VERY clever. "Hello Abbey," said Jack. "This is Jenie and we have a question for you, because we know you will have the right answer!" Abbey Owl hooted, she was pleased to be asked. Abbey liked helping too. Jenie asked Abbey if it was OK to be friends with someone even if they were different from each other. Abbey Owl hooted, "Of course it's OK to be friends. We don't all have to look the same way, or like doing the same things to be friends. Wouldn't it be boring if everyone was the same? Now Jenie, I think you need to go back to the child in Nursery and explain this so they understand." Jenie nodded and thanked Abbey Owl for her wise words.</p>
	<p>Summer 1</p>	<p>Relationships</p> <ul style="list-style-type: none"> • Belonging to a family • Making friends/being a good friend • Physical contact preferences • People who help us • Qualities as a friend and person • Self-acknowledgement • Being a good friend to myself • Celebrating special relationships 	<p>Lesson 1 – Children identify who is in their family. The teacher reads a story about lots of different types of families on a different planet.</p>  <p>Lesson 3 – Children learn about appropriate ways of physical contact to greet friends. They discuss holding hands with family and recognise that some children in the class like holding hands with friends and parents/carers and some children do not.</p> 

Year	Term	Topic/Theme Details	Examples of activities or resources used
<p>Year 2</p>	<p>Autumn 2</p>	<p>Celebrating Difference</p> <ul style="list-style-type: none"> • Assumptions and stereotypes about gender • Understanding bullying • Standing up for self and others. • Gender Diversity • Making new friends 	<p>Lesson 1 – Pupils look at photographs of different children and decide who likes painting and cooking, who likes football, etc. Class discussion about how we make assumptions, e.g. all boys like football and all girls do not like football.</p>  <p>Lesson 5 – Children discuss answers to questions, e.g. Do all boys like football? Do all girls like dancing? Are</p>

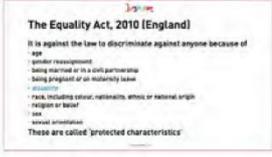
	<ul style="list-style-type: none"> • Celebrating difference and remaining friends 	<p>only boys interested in cars? Are some boys also interested in pop music? Is it ok for a girl to enjoy football and a boy to enjoy dancing? The teacher reads a story about three children. Billy only plays with boys' toys, Bella only plays with girls' toys, B is happy to play with either. Billy only plays with boys. Bella only plays with girls. B plays with anyone. Billy and Bella make fun of B and upset him.</p> 
<p>Summer 1</p>	<p>Relationships</p> <ul style="list-style-type: none"> • Different types of family • Physical contact boundaries • Friendship and conflict • Secrets, trust and appreciation • Expressing appreciation for special relationships 	<p>Lesson 1 - Children discuss why we have families and learn that families are there to protect us and love us. Children recognise that families come in different shapes and sizes and that it is perfectly normal to have a family that is different from other people.</p>  <p>Lesson 2 - Class discussion about different touches the children like and do not like, e.g. a wet kiss from a dog, a hug from a parent/carer, being tickled, a rough-and-tumble play fight with a friend, play fighting, pushing and shoving. Teacher to explain that different people prefer different types of touch, e.g. some people like being tickled and some people do not. Children to decide how they can make sure that their hands are kind hands that don't hurt other people. Ensure everyone knows they have the right to say, "Please stop, I don't like that."</p> 

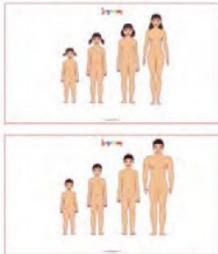
Year	Term	Topic/Theme Details	Examples of activities or resources used
Year 3	Autumn 2	<p>Celebrating Difference</p> <ul style="list-style-type: none"> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments 	<p>Lesson 1 – Class discussion. Which photos show a family? Children justify why different photographs are or are not of a family and work in groups to come up with a definition, e.g. 'A family is a group of people who care about each other.'</p>  <p>Lesson 2 – Children work in groups to role play the 'Solve it Together' technique to resolve family conflicts, e.g. a brother and sister arguing because they want to watch different TV programmes, or a sister going into her brother's rooms and taking some of his things.</p> 
	Summer 1	<p>Relationships</p> <ul style="list-style-type: none"> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends 	<p>Lesson 2 – Children learn a new strategy for mending friendships, and role play solving different conflict scenarios, e.g. Ellen borrows Fergus's ruler without telling him and accidentally breaks it.</p>  <p>Lesson 3 - Children learn different strategies to keep them safe online. They sort top tips cards and rank them in order of most important to least important.</p> 

Year	Term	Topic/Theme Details	Examples of activities or resources used
Year 4	Autumn 2	<p>Celebrating Difference</p> <ul style="list-style-type: none"> • Challenging assumptions • Judging by appearance • Accepting self and others • Understanding influences • Understanding bullying • Problem-solving • Identifying how special and unique everyone is • First impressions 	<p>Lesson 4 – A story about online bullying. Children discuss why witnesses sometimes join in with bullying or ignore what is happening. Children learn rules for staying safe online. In groups, children design a poster about internet safety.</p>  <p>Lesson 5 – Children identify what is special about them and value the ways in which they are unique. Class discuss how first impressions can change as you get to know someone. They read about a girl called Asha, decide if they would be her friend based on the information they have and discuss if this is fair.</p> 
	Summer 1	<p>Relationships</p> <ul style="list-style-type: none"> • Jealousy • Love and loss • Memories of loved ones • Getting on and falling Out • Girlfriends and boyfriends • Showing appreciation to people and animals 	<p>Lesson 4 – Class discuss how friendships change, know how to make new friends and how to manage when they fall out with their friends.</p>  <p>Lesson 5 – Children learn that having a boyfriend/girlfriend is a special relationship for when they are older. They discuss how it is not a thing to do to look cool or to be popular.</p> 

Year	Term	Topic/Theme Details	Examples of activities or resources used				
Year 5	Autumn 2	Celebrating Difference <ul style="list-style-type: none"> • Cultural differences and how they can cause conflict • Racism • Rumours and name-calling • Types of bullying • Material wealth and happiness • Enjoying and respecting other cultures 	<p>Lesson 1 – Class discussion. Sometimes people have conflicts with other people from cultures because they are unfamiliar to them and appear to be different. However, rather than allowing that to create a conflict, the person could ask a question and use the difference as a learning experience, which brings people closer together. Children consider different scenarios and decide how each could be reframed into a learning experience.</p> <p style="text-align: center;"><small>Scenario Cards - Ages 9-10 - Page 1</small></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; padding: 5px;">1) A child tells another child at lunchtime that their food smells disgusting.</td> <td style="width: 50%; padding: 5px;">2) A child gets called names for wearing a turban or another religious item.</td> </tr> <tr> <td style="padding: 5px;">3) A child tells another child that their religion is wrong.</td> <td style="padding: 5px;">4) A child makes fun of a new child because they speak a different language.</td> </tr> </table> <p>Lesson 2 – Class discussion about racism. Teacher to explain or clarify that it is discrimination or a negative judgement about someone due to the colour of their skin or their race and might include beliefs or religion. Teacher to explain that all forms of racism are unacceptable. Children read about Abdul and Atira starting a new school.</p> 	1) A child tells another child at lunchtime that their food smells disgusting.	2) A child gets called names for wearing a turban or another religious item.	3) A child tells another child that their religion is wrong.	4) A child makes fun of a new child because they speak a different language.
	1) A child tells another child at lunchtime that their food smells disgusting.	2) A child gets called names for wearing a turban or another religious item.					
	3) A child tells another child that their religion is wrong.	4) A child makes fun of a new child because they speak a different language.					
Summer 1	Relationships <ul style="list-style-type: none"> • Self-recognition and self-worth • Building self-esteem • Safer online communities • Rights and responsibilities online • Online gaming and gambling • Reducing screen time • Dangers of online grooming • SMARTT internet safety rules 	<p>Lesson 5 – Looking at our relationship with technology. Children read a story about a boy who spends too much time on his new phone. Children look at the warning signs of having too much screen time and find solutions.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Checklist</p> <p>Family members are all using their devices at least three out of five days.</p> <p>You have noticed that you are taking your mobile or tablet to bed every night.</p> <p>You don't do as much with your friends as you used to. You hardly ever message or text.</p> <p>You get angry or annoyed when your device stops working or you can't take it for some reason.</p> <p>You get angry or sad when you have no a signal.</p> </td> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;">The SMARTT rules</p> <p>1. S - Stop using your phone for more than 30 minutes at a time. It is best not to use it at all if you must, leave your phone in your bag.</p> <p>2. M - Making someone else feel worse is dangerous. It is best not to do that at all. But if you must, always be polite and use your words.</p> <p>3. A - Accepting messages and photos is okay, but if you don't want to receive them, you don't have to. They might contain images of people you don't want to see. If you don't want to see them, you can delete them. If you don't want to see them, you can delete them. If you don't want to see them, you can delete them.</p> <p>4. M - Make things at the internet safe. Check things out to make sure they are safe and not to get into any bad situations. You can always ask your teacher or parent for help.</p> <p>5. R - Report any dangerous things. Remember you have the right to be treated with respect online and we have a responsibility to do the same for others. If you are going to be online to someone who is dangerous, please report it to your teacher or parent.</p> <p>6. T - Tell a trusted adult if something online is worrying you or a friend. If something makes you feel uncomfortable, please tell a trusted adult and don't continue. Your teacher will help you if you are worried about anything.</p> </td> </tr> </table> <p>Lesson 6 - Children read a story about a girl called Abby who makes friends with someone she does not know online. Children design a poster to teach others the SMARTT rules for staying safe using technology.</p>	<p>Checklist</p> <p>Family members are all using their devices at least three out of five days.</p> <p>You have noticed that you are taking your mobile or tablet to bed every night.</p> <p>You don't do as much with your friends as you used to. You hardly ever message or text.</p> <p>You get angry or annoyed when your device stops working or you can't take it for some reason.</p> <p>You get angry or sad when you have no a signal.</p>	<p style="text-align: center;">The SMARTT rules</p> <p>1. S - Stop using your phone for more than 30 minutes at a time. It is best not to use it at all if you must, leave your phone in your bag.</p> <p>2. M - Making someone else feel worse is dangerous. It is best not to do that at all. But if you must, always be polite and use your words.</p> <p>3. A - Accepting messages and photos is okay, but if you don't want to receive them, you don't have to. They might contain images of people you don't want to see. If you don't want to see them, you can delete them. If you don't want to see them, you can delete them. If you don't want to see them, you can delete them.</p> <p>4. M - Make things at the internet safe. Check things out to make sure they are safe and not to get into any bad situations. You can always ask your teacher or parent for help.</p> <p>5. R - Report any dangerous things. Remember you have the right to be treated with respect online and we have a responsibility to do the same for others. If you are going to be online to someone who is dangerous, please report it to your teacher or parent.</p> <p>6. T - Tell a trusted adult if something online is worrying you or a friend. If something makes you feel uncomfortable, please tell a trusted adult and don't continue. Your teacher will help you if you are worried about anything.</p>			
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Summer 2	Changing Me <ul style="list-style-type: none"> • Self- and body image • Influence of online and media on body image • Puberty for girls (CW) • Puberty for boys (CW) • Conception • Growing responsibility • Coping with change • Preparing for transition 	<p>Lesson 1 - Class discussion about self-image, body image expectations and what is shared online and in social media.</p>  <p>Lessons 2 – 4 Are about puberty and an introduction to how babies are made. Some of these sessions are delivered in single-sex classes. Parents are invited to come and</p> 					

			view the materials used to teach sex education in more detail.
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Year	Term	Topic/Theme Details	Examples of activities or resources used
Year 6	Autumn 2	Celebrating Difference <ul style="list-style-type: none"> • Perceptions of normality • Understanding disability • Power struggles • Understanding bullying • Inclusion/exclusion • Differences as conflict, difference as celebration • Empathy 	<p>Lesson 5 – Children learn about the Equality Act, the law that protects people’s rights, even if they have differences.</p>  <p>Lesson 6 – Drama activity where children role-play conflicts caused by differences. Children create freeze frames to show conflicts linked to: Race (A child from a different country arrives at school and is bullied.) Religion (A child makes fun of another with a different religion because of the way they look/what they are wearing.) Disability (At a theme park some disabled children get a pass to the front of a queue for a ride.) Gender (A girl joins a sports club that up until now has only allowed boys to join.) Sexuality (A boy is called gay by his classmates because he has a softly spoken voice.) Age (A parent/carer won’t let their teenager stay out past 9pm because they say they are not old enough.)</p>
	Summer 1	Relationships <ul style="list-style-type: none"> • Mental health • Identifying mental health worries and sources of support • Love and loss • Managing feelings • Power and control • Assertiveness • Technology safety • Take responsibility with technology use 	<p>Lesson 3 – Children discuss feelings associated with loss and change. They sort scenario cards, those that are easier and harder to cope with.</p>  <p>Lesson 4 - Drama activity where children suggest solutions to different scenarios linked to power and control</p>  <p>Lesson 5 – Staying safe online. Children given various scenarios where someone is trying to control someone else</p>

			<p>using technology, e.g. asking for personal details and log in details, sending abusive texts, asking to be sent photographs of child in underwear. Children go over SMARTT rules and suggest ways to solve the problems.</p>  <p>The SMARTT rules</p> <p>S Stay safe by not posting or sharing private information or pictures.</p> <p>M Meeting someone you have met online can be dangerous. It is best not to do this at all but if you must, take a parent or carer with you.</p> <p>A Accepting messages and emails or opening files, pictures or links sent by someone you don't know can be risky. They might contain viruses or have nasty messages or images meant to upset you.</p> <p>R Reliable information is important. People online can be whoever they want to be and say whatever they like. Many things on the internet are fake. Check things out to make sure they are true or read by asking an adult you trust. If you like chatting online only do this with friends and family who you know in REAL life, and use your privacy settings.</p> <p>R Rights and Responsibilities. Remember we have the right to be treated with respect online and we have a responsibility we do the same for others. If you are going to be online to someone online because you feel you want to, or someone else is encouraging you to, stop and think if this is the right thing to do.</p> <p>T Tell a trusted adult! If something online is worrying you or a friend. If something makes you feel uncomfortable online, listen to your conscience and tell someone. Also speak out if there is bullying happening online to you or someone you know.</p>
<p>Summer 2</p>	<p>Changing Me</p> <ul style="list-style-type: none"> • Self-image • Body image • Puberty and feelings • Conception to birth • Reflections about change • Boyfriends/girlfriends • Respecting each other • Transition 	<p>Lesson 1 - Children discuss self-image, body image, helpful and unhelpful thoughts.</p>  <p>Lesson 2 - Puberty and addressing our worries about growing up. This session is taught in single-sex classes.</p>  <p>Lesson 3 - Conception and how the baby grows in the womb. Parents are invited to come into school and view the materials used to teach sex education in more detail.</p> 	

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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

<p>Online relationships</p>	<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
<p>Being safe</p>	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form – Withdrawal from sex education within Relationships Education

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within Relationships 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	