

Relationships and sex education policy



Western Community Primary School
May 2021

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1. Aims

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. Statutory requirements

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

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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

At Western Community Primary we teach RSE as set out in this policy.

3. 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 – a member of staff or 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/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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.

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions in years five and six, delivered by the PSHE Lead and Care, Guidance and Support Lead.

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

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

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing body

The governing body will hold the headteacher to account for the implementation of this policy.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 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 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 headteacher.

Vicky Rowson (PSHE lead) and Anna Fox (Care, Guidance and Support lead) are responsible for teaching the stand-alone sex education lessons.

7.4 Pupils

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

8. Parents' right to withdraw

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

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

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

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

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Vicky Rowson (PSHE lead) through:

Learning walks, work scrutinies, discussions with staff and pupils.

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

This policy will be reviewed by Vicky Rowson (PSE lead) annually. At every review, the policy will be approved by the governing body.

11. Further Information relating to KCSIE 2022 that underpins our policy

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them. 84. Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, 25 and
- Protocol 1, Article 2: protects the right to education. 85. Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.

CHANGE OF TERMINOLOGY AND MERGER OF DfE ADVICE

The DfE's advice on Sexual violence and sexual harassment between children in schools and colleges (DfE, 2021) has been merged into Keeping children safe in education 2022.

As part of this merger, the term "child-on-child abuse" rather than "peer-on-peer abuse" is used throughout guidance.

The guidance sets out the significance of the Equality Act 2010 to school safeguarding, including that schools and colleges:

- must not unlawfully discriminate against pupils because of their protected characteristics
- must consider how they are supporting pupils with protected characteristics
- must take positive action, where proportionate, to deal with the disadvantages these pupils face.

For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment.

All schools should respond to all signs, reports, and concerns of child-on-child sexual violence and sexual harassment. Staff are reminded to maintain an attitude 'it could happen here.' The importance of explaining to children that the law is in place to protect them rather than criminalise them is imperative.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. Staff will be mindful of this during relationship and sex education and will follow WCPS safeguarding procedures if necessary.

Appendix 1: Curriculum map

Year one PSHE long term plan			
Term, key question	Programme of study		Resources to support
Autumn 1 What will it be like in Year one?	L1	How they can contribute to the life of the classroom and school.	Key vocab: rules, charter, belong, sharing, kind, polite, problems, solutions, decisions, choice, include, inclusive, invite, welcome, safe, nervous, scared, frightened, excited, happy, sad, confused, angry, trigger, calm
	L2	To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.	
	H5	Describe and manage feelings about change and loss (moving home, losing toys, pets or friends)	
Autumn 2 How do we keep safe in school?	H1 5	Recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes,' no', 'I'll ask' and 'I'll tell.'	Expect respect – Friends, secrets and people who can help us key vocab - conflict, resolution, problem, solution, secret, surprise, uncomfortable, anxious, afraid, bullying, unacceptable, acceptable, physical contact, deliberate, accidental, power, include, exclude
	R1 0	Judge which physical contact is acceptable and unacceptable and how to respond.	
	R3	The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.	

	R1 3	Recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.	
Spring 1 How do we keep safe in different places?	H1 2 H1 1	Rules for and ways of keeping physically and emotionally safe (ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety) Understand household products and medicines can be harmful.	Police visit – VR arranged 22/1/2020 1pm (check this date) Fireman visit – to arrange with parents? Key vocab: hazard, safety, danger, risk, fire, matches, alarms, fireworks, emergency, drill, dangerous, police, teachers, nurses, doctors, uniform
Spring 2 How can we be healthy?	H1 H6 H7 H8	What constitutes a healthy lifestyle including the benefits of physical activity and rest . Importance of and how to maintain personal hygiene. How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others. Link to history – about the process of growing from young to old and how people's needs change	key vocab: healthy, fit, exercise, pulse, hygiene, disease, responsibilities, control, sleep patterns, choices, bacteria
Summer 1 Who is special to us?	R1 R9	To communicate their feelings to others, to recognise how others show feelings and how to respond.	key vocab: friendship, family, siblings, happy, sad, angry, frustrated, confused, frightened, scared, caring, kindness, generosity, helpfulness, responsibilities, worried, anxious, relaxed, calm, assertive, defend, jealous, nervous, secure, emotions, hurt, lonely, compliment, relationships

		Identify their special people, what makes them special and how special people should care for one another.	
Summer 2 What is the same and different about us?	L4 L8 L9 L6	<p>That they belong to different groups and communities such as family and school.</p> <p>Ways in which they are all unique; understand that there has never been and will never be another 'them'.</p> <p>Ways in which we are all the same as all other people; what we have in common with everyone else.</p> <p>My Money week That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p>	key vocab: similarities, difference, individuality, identity, gender, characteristics, physical, emotional, community, belong, accept, include, exclude

Year two PSHE long term plan			
Term, key question	Programme of study		Resources to support
Autumn 1 How can we become more independent?	H3	To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.	key vocab: similarities, difference, individuality, identity, gender, characteristics, physical, emotional, community, belong, accept, include, exclude celebrate, strengths, goals, challenge, independence, responsibilities, family network, community, diversity, relationships
	H9	About growing and changing and new opportunities and responsibilities that increasing independence may bring.	

	H1 3	About people who look after them, their family networks, who to go to if they are worried and how to attract their attention (include celebration of a diverse range of families).	Diversity role models visit
	H1 4	About the ways that pupils can help the people who look after them to more easily protect them.	
Autumn 2 How can we be healthy?	H2	To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.	Dentist/ health visitor visit?
	H1	What constitutes a healthy lifestyle including the benefits of healthy eating and dental hygiene .	key vocab: responsibilities, healthy, choices, consequences, diet, lifestyle, hygiene, routine, control, habits, balance. decay, regular brushing, bacteria
	L5	Link to geography: What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).	We have healthy living plate in school as a floor mat (cookery room cupboard)
Spring 1 How can we stay safe in school?	H4	About good and not so good feeling, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.	key vocab: conflict, resolution, problem, solution, secret, surprise, uncomfortable, anxious, afraid, bullying, unacceptable, acceptable, physical contact, deliberate, accidental, power, include, exclude, negotiate/ negotiation, resist, witness, experience, advice, strategies
	R1 1	That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).	

	R6	To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).	
	R1 4	Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.	
Spring 2 How do we treat each other?	R2	To recognise that their behaviour can affect other people.	Expect respect lesson differences, similarities, diversity, constructive, fair, unfair, respect, discussion, debate, opinion, support, feedback, resilience, growth-mindset
	R4	To recognise what is fair and unfair, kind and unkind, what is right and wrong.	
	R5	To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.	
	R7	To offer constructive support and feedback to others.	
	R8	To identify and respect the differences and similarities between people.	
Summer 1 How can we work together?	L3	That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)	key vocab: respect, similarities, gender, differences, physical characteristics, rights, responsibilities, mature, penis, vagina, testicles, vulva, abdomen, ankle, elbow, thigh, calf, wrist, heart, lungs, hip, spine, nostrils,

[illegible]

Year three		PSHE long term plan	
Term, key question	Programme of study		Resources to support
Autumn How can we stay safe in our local area?	H9	To differentiate between the terms, risk, danger and hazard.	Bikeability training (groups of 15) 7 th and 8 th November booked by VR
	H10	Recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.	key vocab: hazard, mature, safety, danger, risk, emergency, healthy choices, drill, dangerous, responsibilities, community, emergency services, protocol, procedure, protection, predict, assess, manage, situation, media, technique, pressure, unacceptable, persuasion, personal safety, conscience, conflict

	<p>H1 1</p> <p>Recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>H1 3</p> <p>Pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</p> <p>H1 4</p> <p>Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>R1 5</p> <p>Recognise and manage 'dares'.</p> <p>RS E CF 5</p> <p>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.</p>	
<p>Spring</p> <p>What does democracy mean?</p>	<p>What's a general election?</p> <p>Who can vote?</p> <p>Who is my MP?</p> <p>Which are the main political parties in the UK and what do their manifestoes state?</p>	<p>key vocab: manifesto, candidate, party, democracy, decisions, equality, freedom, power, council, government, parliament, general election, politics, political parties, ballot, laws</p>

		<p><i>Vote for Me! Invent a new political party and write your own manifesto.</i></p>	
	L1	To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people	
<p>Summer What is diversity?</p>	<p>R1</p> <p>R2</p> <p>R7</p> <p>R1 6</p> <p>L11</p> <p>RS E F1</p> <p>RS E F2</p>	<p>Recognise and respond appropriately to a wider range of feelings in others.</p> <p>Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain them.</p> <p>That their actions affect themselves and others.</p> <p>To recognise and challenge 'stereotypes'.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the UK</p> <p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p>	<p>Expect respect</p> <p>key vocab: differences, respect, similarities, diversity, constructive, fair, unfair, respect, discussion, debate, opinion, support, feedback, resilience, growth-mindset, identity, relationships, similarities, difference, individuality, identity, gender, characteristics, physical, emotional, community, belong, accept, include, exclude, media stereotypes, refugees, cultural, ethnic, minorities, religion, security, stability, commitment, influences, viewpoint, opinion</p>

		<p>spending time together and sharing each other's lives</p>	
	<p>RS E F3</p>	<p>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 for them.</p>	
	<p>RS E RR 1</p>	<p>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.</p>	
	<p>RS E RR 2</p>	<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	
	<p>RS E RR 5</p>	<p>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.</p>	
		<p>My money week</p>	

Year four PSHE long term plan			
Term, key question	Programme of study		Resources to support
Autumn 1 What makes a community?	L10	to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing	key vocab: voluntary, community, pressure, health and wellbeing, resources, allocation, economics, sustainability
	L15	that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world	
Autumn 2 How do we stay healthy?	H12	that bacteria and viruses can affect health and that following simple routines can reduce their spread	key vocab: responsibilities, healthy, choices, consequences, lifestyle, hygiene, routine, control, habits, balance, bacteria, hazard, safety, danger, risk, emergency, drill, dangerous, responsibilities, community, emergency services, protocol, procedure, protection, prevention, virus, contamination, sanitising, resistance
	H15 RSE HP5	school rules about health and safety, basic emergency procedures, where and how to get help. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	
Spring 1 How do we stay safe online?	H4	to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.	key vocab: hazard, safety, danger, risk, emergency, healthy choices, dangerous, responsibilities, community, protocol, procedure, protection, predict, assess, manage, situation, media, technique, pressure, unacceptable, persuasion, personal safety, conscience, conflict,
	H22	strategies for keeping safe online; the importance of protecting personal information,	

		including passwords, addresses and the distribution of images of themselves and others	consumer, age-restrictions, social network, flaming, hacking, identity theft, trolling
	RSE IS1	that for most people the internet is an integral part of life and has many benefits	
	RSE IS2	about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	
	RSE IS3	how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	
	RSE IS4	Why social media, some computer games and online gaming, for example, are age restricted.	
	RSE IS6	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	
	RSE IS7	Where and how to report concerns and get support with issues online.	
Spring 2	R9	The concept of 'keeping something confidential or secret', when they should or should not	Expect respect

How do we work together to stay safe?		<p>agree to this and when it is right to 'break a confidence' or 'share the secret'</p> <p>R10 to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p>R11 to work collaboratively towards shared goals</p> <p>R12 to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>L8</p> <p>R18 to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>RSE CF4 how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</p> <p>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.</p>	<p>key vocab: conflict, resolution, problem, solution, secret, surprise, uncomfortable, anxious, afraid, bullying, unacceptable, acceptable, physical contact, deliberate, accidental, power, include, exclude, negotiate/ negotiation, resist, witness, experience, advice, strategies, confidence/ confidential, concern, constructive, compromise, alternatives, prejudice</p>
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Summer 1 What choices affect our health?	H3	To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.	key vocab: responsibilities, healthy, choices, consequences, lifestyle, risk, hygiene, routine, control, habits, balance, decay, regular brushing, bacteria, diet, calories, nutritional content, obesity, sedentary, carbohydrate, protein, dairy, saturated/ unsaturated fats We have healthy living plate in school as a floor mat (cookery room cupboard) Use sugar swap calculator on change 4 life website to investigate different foods (link to maths)
	H2	How to make informed choices (including recognising that choices can have positive, neutral and negative consequence) and to begin to understand the concept of a 'balanced lifestyle'.	
	RSE HE1		
	RSE HE2	What constitutes a healthy diet (including understanding calories and other nutritional content).	
	RSE HE3	The principles of planning and preparing a range of healthy meals. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay).	
Summer 2 Do we always have to be happy?	RSE MW1	That mental wellbeing is a normal part of daily life, in the same way as physical health.	key vocab: siblings, happy, sad, angry, frustrated, confused, frightened, scared, caring, kindness, generosity, helpfulness, worried, anxious, relaxed, calm, assertive, defend, jealous, secure, emotions, hurt, lonely, compliment, relationships, nervous, mental-wellbeing, self-care, anxiety, depression, sympathy
	RSE MW2	That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	

	RSE MW3	How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	
	RSE MW5		
	RSE MW6	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	
		Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	

Year five PSHE long term plan			
Term, key question	Programme of study		Resources to support
Autumn 1 How can we be safe online and when using social media?	L17	to explore and critique how the media present information	key vocab: hazard, safety, danger, risk, emergency, healthy choices, dangerous, responsibilities, community, protocol, procedure, protection, predict, assess, manage, situation, media, technique, pressure, unacceptable, persuasion, personal safety, conscience, conflict, consumer, age-restrictions, social network, flaming, hacking, identity theft, trolling, critique, consequences, misrepresent, anonymity
	L18	to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the	

	H24	importance of being careful what they forward to others	
	H25	the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night)	
	R14	how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.	
	RSE IS5		
	RSE IS7	To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)	
	RSE OR1	That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	
	RSE OR2		
	RSE OR3	Where and how to report concerns and get support with issues online.	

	RSE OR4	That people sometimes behave differently online, including pretending to be someone they are not.	
	RSE OR5	<p>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.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p>	
Autumn 2	H21	Strategies for keeping physically and emotionally safe including	key vocab: hazard, safety, danger, risk, emergency, healthy choices, drill, dangerous, responsibilities, community, emergency services,

How do we stay safe outside school?	H23 RSE BFA1	<p>road safety (including cycle safety) and safety in the environment (including rail, water and fire safety)</p> <p>About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>How to make a clear and efficient call to emergency services if necessary</p>	protocol, procedure, protection, predict, assess, manage, situation, media, technique, pressure, unacceptable, persuasion, personal safety, conscience, conflict, judgement, assertive
Spring 1 How am I going to change and what can I do to manage these changes?	H18 R8 RSE BS1 RSE BS2 RSE BS3	<p>About how their body will, and their emotions may, change as they approach and move through puberty</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both</p>	<p>key vocab: respect, similarities, gender, differences, physical characteristics, mature, rights, responsibilities, penis, vagina, testicles, vulva, privacy, choices, puberty, boundaries, adolescence, menstruation, attraction, internal, reproductive organs, uterus, fallopian tubes, ovary/ovaries, cervix, menstrual cycle, period, blood, discharge, Adam's apple, scrotum, sperm, semen, erection, ejaculation, wet dream, masturbation, sweat, body odour, sanitary towel, tampon, private parts, genitals, labia, clitoris, breasts</p>

	RSE Bs4	children and adults; including that it is not always right to keep secrets if they relate to being safe.	
	RSE CAB 1	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	
	RSE CAB 2	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle.	
Spring 2 What makes a happy and healthy relationship?	R3 R4 RSE	to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support To recognise different types of relationship, including those	Diversity role models possible visit (VR organised) Expect respect http://www.stonewallprimary.org.uk/teacher/movies conflict, resolution, problem, solution, secret, surprise, uncomfortable, anxious, afraid, bullying, unacceptable, acceptable, physical contact, deliberate, accidental, power, include, exclude, negotiate/ negotiation,

	F4	between acquaintances, friends, relatives and families	resist, witness, experience, advice, strategies, confidence/ confidential, concern, constructive, compromise, alternatives, prejudice, marriage, civil partnership, commitment, traditions, consent, forced marriage
	R5	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	
	R6	that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment	
	R19		
	R20	that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves	
	RSE F6		
	RSE F5	That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.	
		That forcing anyone to marry is a crime; that support is available to	

		<p>protect and prevent people from being forced into marriage and to know how to get support for them self or others.</p> <p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p>	
<p>Summer 1</p> <p>How can help ourselves to stay healthy?</p>	<p>RSE PHF 1</p> <p>RSE PHF 2</p> <p>RSE PHF 3</p> <p>RSE</p>	<p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>The risks associated with an inactive lifestyle (including obesity).</p>	<p>key vocab: responsibilities, healthy, choices, consequences, lifestyle, risk, hygiene, routine, control, habits, balance. decay, regular brushing, bacteria, diet, calories, nutritional content, obesity, sedentary, carbohydrate, protein, dairy, saturated/ unsaturated fats, inactive, cancer, exposure, immunisation, vaccination</p>

	PHF 4	How and when to seek support including which adults to speak to in school if they are worried about their health.	
	RSE HP1	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	
	RSE HP2	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	
	RSE HP3	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	
	RSE HP4	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	
	RSE HP6	The facts and science relating to allergies, immunisation and vaccination.	
Summer 2	H1	What positively and negatively affects their physical, mental and emotional health.	key vocab: siblings, happy, sad, angry, frustrated, confused, frightened, scared, caring, kindness, generosity, helpfulness, worried, anxious, relaxed, calm, assertive, defend, jealous, secure, emotions,

How do we manage our feelings?	H6	To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others	hurt, lonely, compliment, relationships, nervous, mental-wellbeing, self-care, anxiety, sympathy, depression, isolation, loneliness, admiration, awe, disgust, craving, envy, romance, horror, attraction
	H7		
	H5	to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these	
	H8	To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals	
	RSE MW7		
	RSE MW4	about change, including transitions (between key stages and schools) loss, separation, divorce and bereavement	
	L7	Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. How to judge whether what they are feeling and how they are	

		<p>behaving is appropriate and proportionate.</p> <p>Link to Geography – That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment, to continue to develop the skills to exercise these responsibilities.</p>	
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Year six PSHE long term plan			
Term, key question		Programme of study	Resources to support
Autumn 1 What makes a community?	R13	Differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender, sexual orientation and disability.	<p>Expect respect</p> <p>You may want to include some of the Spring 2 topics and resources in here as it links and you may not have time in Spring 2</p> <p>key vocab: voluntary, community, pressure, health and wellbeing, resources, allocation, economics, sustainability, respect, discrimination</p>
	L9	What being part of a community means, and about the varied institutions that support communities locally and nationally.	
	L6		

	L10	<p>Recognise British values of respect and tolerance in relation to a multi-cultural society</p> <p>Realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities.</p> <p>Recognise the role of voluntary, community and pressure groups.</p>	Visit from CSO (VR arranged 25/9/19 1pm)
<p>Autumn 2</p> <p>How do we stay safe and healthy?</p> <p>What positively and negatively affects health; who is responsible for their health and wellbeing; managing risk; how drugs can affect health and safety; the law and drugs.</p>	<p>H16</p> <p>H17</p> <p>RSE DAT 1</p> <p>RSE HE3</p>	<p>What is meant by the term 'habit' and why habits can be hard to change.</p> <p>Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.</p> <p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol-use and drug-taking.</p> <p>Risks associated with unhealthy behaviours (e.g. the impact of alcohol on diet or health).</p>	<p>key vocab: hazard, safety, danger, risk, emergency, healthy choices, drill, dangerous, responsibilities, community, emergency services, protocol, procedure, protection, predict, assess, manage, situation, media, technique, pressure, unacceptable, persuasion, personal safety, conscience, conflict, judgement, assertive, responsibilities, healthy, choices, consequences, lifestyle, cancer, illegal, habit, alcohol, tobacco, drugs, substances</p>
<p>Spring 1</p> <p>What makes a healthy and happy relationship?</p>	<p>H19</p> <p>H20</p>	<p>About human reproduction</p> <p>About taking care of their body, understanding that they have the right to</p>	<p>respect, similarities, gender, differences, physical characteristics, mature, rights, responsibilities, penis, vagina, testicles, vulva, privacy, choices, puberty, boundaries, adolescence, menstruation,</p>

	R21	protect their body from inappropriate and unwanted contact, understanding that actions such as female genital mutilation constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.	attraction, internal, reproductive organs, uterus, fallopian tubes, ovary/ovaries, cervix, menstrual cycle, period, blood, discharge, Adam's apple, scrotum, sperm, semen, erection, ejaculation, wet dream, masturbation, sweat, body odour, sanitary towel, tampon, private parts, genitals, labia, clitoris, breasts, sexual intercourse, conception, embryo, pregnant, birth, contraception, condom, consent
	R17	To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.	
	RSE BS5	about the difference between, and the terms associated with sex, gender identify and sexual orientation	
	RSE BS6	How to recognise and report feelings of being unsafe or feeling bad about any adult.	
	RSE BS7	How to ask for advice for themselves or others, and to keep trying until they are heard.	
	RSE BS8	How to report concerns or abuse, and the vocabulary and confidence needed to do so.	
	L12	Where to get advice, e.g. family, school and/or other sources.	

		To develop an initial understanding of the concepts 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of tax)	
<p>Summer 2</p> <p>How can I prepare for changing schools?</p> <p>Feelings and emotions; increasing independence; coping with change.</p>	<p>RSE CF1</p> <p>RSE CF2</p> <p>RSE CF3</p> <p>H5</p> <p>H8</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>about change, including transitions (between key stages and schools) loss, separation, divorce and bereavement</p>	<p>siblings, happy, sad, angry, frustrated, confused, frightened, scared, caring, kindness, generosity, helpfulness, worried, anxious, relaxed, calm, assertive, defend, jealous, secure, emotions, hurt, lonely, compliment, relationships, nervous, mental-wellbeing, self-care, anxiety, sympathy, depression, isolation, loneliness, admiration, awe, disgust, craving, envy, romance, horror, attraction, hazard, safety, danger, risk, emergency, healthy choices, drill, dangerous, responsibilities, community, emergency services, protocol, procedure, protection, predict, assess, manage, situation, media, technique, pressure, unacceptable, persuasion, personal safety, conscience, conflict, judgement, assertive, trustworthiness</p>

Whole school additional:

RSE BFA2 – Concepts of basic first-aid, for example dealing with common injuries, including head injuries. (all year groups to work through progressive first aid training)

Year group	Anti bullying week focus
1	How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.
2	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interest and experiences and support with problems and difficulties. 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. Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.
3	Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions of courtesy and manners
4	About different types of bullying (including cyberbullying) and the impact it has
5	Responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 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.
6	The importance of permission-seeking and giving in relationships with friends, peers and adults. What a stereotype is, and how stereotypes can be unfair, negative or destructive.

Year group	Children's mental health week focus
1	That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness). How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
2	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

3	That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
4	That mental wellbeing is a normal part of daily life, in the same way as physical health. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available.
5	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
6	Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Year group	My money week focus
1	L6 – that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.
2	L7 – about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.
3	L13 - about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.
4	learning about jobs and careers
5	L14 – to develop an initial understanding of the concepts of interest, loan, debt, and tax
6	learning about what influences people's decisions about careers

Appendix 2: By the end of primary school pupils should know (statutory recommendations)

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
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not

	<ul style="list-style-type: none"> • 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

The following objectives are some of the non-statutory objectives that all children will have covered as part of their sex education (for an extensive list see curriculum document – long term plan):

Year two:

- that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)
- the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls

Year five:

- About how their body will, and their emotions may, change as they approach and move through puberty
- To judge what kind of physical contact is acceptable or unacceptable and how to respond
- 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.
- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.

Year six:

- About human reproduction
- About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact, understanding that actions such as female genital mutilation constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.
- To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.
- about the difference between, and the terms associated with sex, gender identify and sexual orientation
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice 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 RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom