

Relationships and sex education policy (from January 2020)

Roe Green Infant & Strathcona School

Approved & Adopted by:	Governing Board	Date: 27 th January 2021 Rev'd Natasha Woodward
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Introduction

Roe Green Infant & Strathcona school considers that Relationships & Sex education (RSE), is an integral part of the personal, social and health education (PSHE) and the citizenship curriculum. It is also linked to the science curriculum. The program is set within the moral framework and matched to the pupils' level of maturity.

The purpose of this policy is to act as a central reference point to inform school staff, parents, carers and health professionals of the schools' approach to RSE within PSHE. The RSE policy should be read in conjunction with the:

PSHE and Citizenship policy

Safeguarding policy

Inclusion policy

Drugs & Alcohol policy

Behaviour policy

Anti-Bullying policy

Vision

As a school our relationships education will put in place the building blocks needed for positive and safe relationships, including with families, friends and online.

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 in talking, listening and thinking about feelings in an empathic manner
- Meet the needs of all pupils
- Understand about the range of relationships, including importance of family for the care and support of children.
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Install a strong sense of school community through our Proud to belong ethos
- Ensure that pupils know their rights to be protected and kept safe, understand potential dangers they could face, know when and who to ask for help when needed

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, Equality act 2010 & Keeping children safe in education 2020](#). Whilst we are required to provide sex education, parents have the option of opting out. We also 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](#).

We adhere to the Domestic Abuse policy 2019, which should be read in conjunction with the Child Protection policy.

At Roe Green Infant & Strathcona School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff and governors. 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. Governors consultation – were invited to attend meetings to help formulate the policy
4. Parents were invited to a number of meetings to inform them about the policy
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social, physical, moral and cultural development of pupils, and involves learning about relationships, respecting our bodies and boundaries, healthy lifestyles, diversity and personal identity.

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

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 governors 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 the pupils are fully informed and don't seek answers online. All questions and comments will be dealt with sensitively. The teacher will inform parents if any comments or questions have arisen.

Primary sex education will focus in K.S.2 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).

UKS.2 Pupils also receive stand-alone sex education and puberty lessons delivered by Mrs Sidhu, head of school.

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
- Respecting our bodies and boundaries
- 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 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 board

The governing body will approve the RSE policy, and hold the head teacher to account for its implementation.

7.2 The head teacher

It is the role of the head teacher to

- Ensure that parents and staff are informed about our RSE policy
- The policy is implemented effectively
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues sensitively
- ensure that RSE is taught consistently across the school
- manage requests to withdraw pupils from [non-statutory] components of RSE (see section 8).
- To monitor this policy on a regular basis and report to governors on the effectiveness of this policy

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
- Conducting lessons in a sensitive manner, if a matter arises where a child is at risk, then the teacher will confide with the designated person for child protection or the head teacher.

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

All staff are responsible for teaching RSE at Roe Green Infant and Strathcona school.

7.4 Pupils

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

7.5 Special Educational Needs Pupils

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

7.6 Equal Opportunities

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

7.7 Parents

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

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 head teacher.

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 our continuing professional development programme.

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

10. Monitoring arrangements

The delivery of RSE is monitored by Jag Sidhu head of school through long and medium term plans and parent questionnaires.

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

This policy will be reviewed by Jag Sidhu, head of school, annually. At every review, the policy will be approved by the governing body.



Roe Green Infant & Strathcona School

PSHE/RSE – Skills Progression



Long Term Plan					
	Reception	Year 1	Year 2	LKS2	UKS2
Being Me In My World	<p>Know special things about themselves</p> <p>Know that some people are different from themselves</p> <p>Know how happiness and sadness can be expressed</p> <p>Know that hands can be used kindly and unkindly</p> <p>Know that being kind is good</p> <p>Know they have a right to learn and play, safely and happily</p> <p>Identify feelings associated with belonging</p> <p>Identify feelings of happiness and sadness</p> <p>Skills to play cooperatively with others</p> <p>Be able to consider others' feelings</p> <p>Be responsible in the setting</p>	<p>Understand the rights and responsibilities of a member of a class</p> <p>Understand that their views are important</p> <p>Understand that their choices have consequences</p> <p>Understand their own rights and responsibilities with their classroom</p> <p>Understanding that they are special</p> <p>Understand that they are safe in their class</p> <p>Identifying helpful behaviours to make the class a safe place</p> <p>Identify what it's like to feel proud of an achievement</p> <p>Recognise feelings associated with positive and negative consequences</p> <p>Understand that they have choices</p>	<p>Identifying hopes and fears for the year ahead</p> <p>Understand the rights and responsibilities of class members</p> <p>Know that it is important to listen to other people</p> <p>Understand that their own views are valuable</p> <p>Know about rewards and consequences and that these stem from choices</p> <p>Know that positive choices impact positively on self-learning and the learning of others</p> <p>Recognise own feelings and know when and where to get help</p> <p>Know how to make their class a safe and fair place</p> <p>Show good listening skills</p> <p>Recognise the feeling of being worried</p> <p>Be able to work cooperatively</p>	<p>Understand that they are important</p> <p>Know what a personal goal is</p> <p>Understanding what a challenge is</p> <p>Know why rules are needed and how these relate to choices and consequences</p> <p>Know that actions can affect others' feelings</p> <p>Know that others may hold different views</p> <p>Know that the school has a shared set of values</p> <p>Recognise self-worth</p> <p>Identify personal strengths</p> <p>Be able to set a personal goal</p> <p>Recognise feelings of happiness, sadness, worry and fear in themselves and others</p> <p>Make other people feel valued</p> <p>Develop compassion and empathy for others</p> <p>Be able to work collaboratively</p> <p>Know how individual attitudes and actions make a difference to a class</p> <p>Know about the different roles in the school community</p> <p>Know their place in the school community</p> <p>Know what democracy is (applied to pupil voice in school)</p> <p>Know that their own actions affect themselves and others</p> <p>Know how groups work together to reach a consensus</p> <p>Know that having a voice and democracy benefits the school community</p> <p>Identify the feelings associated with being included or excluded</p> <p>Can make others feel valued and included</p> <p>Be able to take on a role in a group discussion / task and contribute to the overall outcome</p> <p>Can make others feel cared for and welcomed</p> <p>Recognise the feelings of being motivated or unmotivated</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p> <p>Know how to regulate my emotions</p>	<p>Know how to face new challenges positively</p> <p>Understand how to set personal goals</p> <p>Understand the rights and responsibilities associated with being a citizen in the wider community and their country</p> <p>Know how an individual's behaviour can affect a group and the consequences of this</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p> <p>Be able to identify what they value most about school</p> <p>Identify hopes for the school year</p> <p>Empathy for people whose lives are different from their own</p> <p>Consider their own actions and the effect they have on themselves and others</p> <p>Be able to work as part of a group, listening and contributing effectively</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p> <p>Know how to regulate my emotions</p> <p>Know how to set goals for the year ahead</p> <p>Understand what fears and worries are</p> <p>Know about children's universal rights (United Nations Convention on the Rights of the Child)</p> <p>Know about the lives of children in other parts of the world</p> <p>Know that personal choices can affect others locally and globally</p> <p>Understand that their own choices result in different consequences and rewards</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p> <p>Be able to make others feel welcomed and valued</p> <p>Know own wants and needs</p> <p>Be able to compare their life with the lives of those less fortunate</p> <p>Demonstrate empathy and understanding towards others</p> <p>Can demonstrate attributes of a positive role model</p> <p>Can take positive action to help others</p> <p>Be able to contribute towards a group task</p> <p>Know what effective group work is</p> <p>Know how to regulate my emotions</p>

Know what being proud means and that people can be proud of different things Know that people can be good at different things

Know what being unique means

Know that families can be different

Know that people have different homes and why they are important to them Know different ways of making friends Know different ways to stand up for myself

Know the names of some emotions such as happy, sad, frightened, angry

Know that they don't have to be 'the same as' to be a friend

Know why having friends is important

Know some qualities of a positive friendship

Identify feelings associated with being proud

Identify things they are good at

Be able to vocalise success for themselves and about others successes

Identify some ways they can be different and the same as others

Recognise similarities and differences between their family and other families

Identify and use skills to make a friend

Identify and use skills to stand up for themselves

Recognise emotions when they or someone else is upset, frightened or angry

Know that people have differences and similarities

Know what bullying means

Know who to tell if they or someone else is being bullied or is feeling unhappy

Know skills to make friendships

Know that people are unique and that it is OK to be different

Recognise ways in which they are the same as their friends and ways they are different

Identify what is bullying and what isn't

Understand how being bullied might feel

Know ways to help a person who is being bullied Identify emotions associated with making a new friend

Verbalise some of the attributes that make them unique and special

Know there are stereotypes about boys and girls

Know that it is OK not to conform to gender stereotypes

Know it is good to be yourself

Know that sometimes people get bullied because of difference

Know the difference between right and wrong and the role that choice has to play in this

Know that friends can be different and still be friends

Know where to get help if being bullied

Know the difference between a one-off incident and bullying

Understand that boys and girls can be similar in lots of ways and that is OK

Understand that boys and girls can be different in lots of ways and that is OK

Explain how being bullied can make someone feel

Can choose to be kind to someone who is being bullied

Know how to stand up for themselves when they need to

Recognise that they shouldn't judge people because they are different

Understand that everyone's differences make them special and unique

Know why families are important

Know that everybody's family is different

Know that sometimes family members don't get along and some reasons for this

Know that conflict is a normal part of relationships

Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do

Know that some words are used in hurtful ways and that this can have consequences

Be able to show appreciation for their families, parents and carers

Use the 'Solve it together' technique to calm and resolve conflicts with friends and family Empathise with people who are bullied

Employ skills to support someone who is bullied

Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary

Be able to recognise, accept and give compliments

Recognise feelings associated with receiving a compliment

Know that sometimes people make assumptions about a person because of the way they look or act

Know there are influences that can affect how we judge a person or situation

Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying

Know what to do if they think bullying is, or might be taking place

Know the reasons why witnesses sometimes join in with bullying and don't tell anyone

Know that first impressions can change

Try to accept people for who they are

Identify influences that have made them think or feel positively/negatively about a situation

Identify feelings that a bystander might feel in a bullying situation

Identify reasons why a bystander might join in with bullying

Revisit the 'Solve it together' technique to practise conflict and bullying scenarios

Identify their own uniqueness

Be comfortable with the way they look

Identify when a first impression they had was right or wrong

Be non-judgemental about others who are different

Know what culture means

Know that differences in culture can sometimes be a source of conflict

Know what racism is and why it is unacceptable

Know that rumour spreading is a form of bullying on and offline

Know external forms of support in regard to bullying e.g. Childline

Know that bullying can be direct and indirect

Know how their life is different from the lives of children in the developing world

Identify their own culture and different cultures within their class community

Identify their own attitudes about people from different faith and cultural backgrounds

Identify a range of strategies for managing their own feelings in bullying situations

Identify some strategies to encourage children who use bullying behaviours to make other choices

Be able to support children who are being bullied Appreciate the value of happiness regardless of material wealth

Develop respect for cultures different from their own

Know that there are different perceptions of 'being normal' and where these might come from

Know that being different could affect someone's life

Know that power can play a part in a bullying or conflict situation

Know that people can hold power over others individually or in a group

Know why some people choose to bully others

Know that people with disabilities can lead amazing lives

Know that difference can be a source of celebration as well as conflict

Empathise with people who are different and be aware of my own feelings towards them

Identify feelings associated with being excluded

Be able to recognise when someone is exerting power negatively in a relationship

Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict

Identify different feelings of the bully, bullied and bystanders in a bullying scenario

Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens

Appreciate people for who they are

Show empathy

Know what a challenge is
 Know that it is important to keep trying
 Know what a goal is
 Know how to set goals and work towards them
 Know which words are kind
 Know some jobs that they might like to do when they are older
 Know that they must work hard now in order to be able to achieve the job they want when they are older
 Know when they have achieved a goal
 Understand that challenges can be difficult
 Recognise some of the feelings linked to perseverance
 Talk about a time that they kept on trying and achieved a goal
 Be ambitious
 Resilience
 Recognise how kind words can encourage people
 Feel proud
 Celebrate success

Know how to set simple goals
 Know how to achieve a goal
 Know how to work well with a partner
 Know that tackling a challenge can stretch their learning
 Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them
 Know when a goal has been achieved
 Recognise things that they do well
 Explain how they learn best
 Celebrate an achievement with a friend
 Recognise their own feelings when faced with a challenge
 Recognise their own feelings when they are faced with an obstacle
 Recognise how they feel when they overcome an obstacle
 Can store feelings of success so that they can be used in the future

Know how to choose a realistic goal and think about how to achieve it
 Know that it is important to persevere
 Know how to recognise what working together well looks like
 Know what good group working looks like
 Know how to share success with other people
 Be able to describe their own achievements and the feelings linked to this
 Recognise their own strengths as a learner
 Recognise how working with others can be helpful
 Be able to work effectively with a partner
 Be able to choose a partner with whom they work well
 Be able to work as part of a group
 Recognise how it feels to be part of a group that succeeds and store this feeling

Know about specific people who have overcome difficult challenges to achieve success
 Know what dreams and ambitions are important to them
 Know how they can best overcome learning challenges
 Know that they are responsible for their own learning
 Know what their own strengths are as a learner
 Know what an obstacle is and how they can hinder achievement
 Know how to take steps to overcome obstacles
 Know how to evaluate their own learning progress and identify how it can be better next time
 Recognise other people's achievements in overcoming difficulties
 Imagine how it will feel when they achieve their dream / ambition
 Can break down a goal into small steps
 Recognise how other people can help them to achieve their goals
 Can manage feelings of frustration linked to facing obstacles
 Can share their success with others
 Can store feelings of success (in their internal treasure chest) to be used at another time
Know what their own hopes and dreams are
Know that hopes and dreams don't always come true
Know that reflecting on positive and happy experiences can help them to counteract disappointment
Know how to make a new plan and set new goals even if they have been disappointed
Know how to work out the steps they need to take to achieve a goal
Know how to work as part of a successful group
Know how to share in the success of a group
Can talk about their hopes and dreams and the feelings associated with these
Can identify the feeling of disappointment
Can identify a time when they have felt disappointed
Be able to cope with disappointment
Help others to cope with disappointment
Can identify what resilience is
Have a positive attitude
Enjoy being part of a group challenge
Can share their success with others
Can store feelings of success (in their internal treasure chest) to be used at another time

Know that they will need money to help them to achieve some of their dreams
 Know about a range of jobs that are carried out by people I know
 Know that different jobs pay more money than others
 Know the types of job they might like to do when they are older
 Know that young people from different cultures may have different dreams and goals
 Know that communicating with someone from a different culture means that they can learn from them and vice versa
 Know ways that they can support young people in their own culture and abroad
 Verbalise what they would like their life to be like when they are grown up
 Appreciate the contributions made by people in different jobs
 Appreciate the opportunities learning and education can give them
 Reflect on the differences between their own learning goals and those of someone from a different culture
 Appreciate the differences between themselves and someone from a different culture
 Understand why they are motivated to make a positive contribution to supporting others
Know their own learning strengths
Know how to set realistic and challenging goals
Know what the learning steps are they need to take to achieve their goal
Know a variety of problems that the world is facing
Know how to work with other people to make the world a better place
Know some ways in which they could work with others to make the world a better place
Know what their classmates like and admire about them
Understand why it is important to stretch the boundaries of their current learning
Set success criteria so that they know when they have achieved their goal
Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances
Empathise with people who are suffering or living in difficult situations
Be able to give praise and compliments to other people when they recognise that person's achievements

Know the names for some parts of their body
 Know what the word 'healthy' means
 Know some things that they need to do to keep healthy
 Know that they need to exercise to keep healthy
 Know how to help themselves go to sleep and that sleep is good for them
 Know when and how to wash their hands properly
 Know what to do if they get lost
 Know how to say No to strangers
 Recognise how exercise makes them feel
 Recognise how different foods can make them feel
 Can explain what they need to do to stay healthy
 Can give examples of healthy food
 Can explain how they might feel if they don't get enough sleep
 Can explain what to do if a stranger approaches them

Know the difference between being healthy and unhealthy
 Know some ways to keep healthy
 Know how to make healthy lifestyle choices
 Know how to keep themselves clean and healthy
 Know that germs cause disease / illness
 Know that all household products, including medicines, can be harmful if not used properly
 Know that medicines can help them if they feel poorly
 Know how to keep safe when crossing the road
 Know about people who can keep them safe
 Feel good about themselves when they make healthy choices
 Realise that they are special
 Keep themselves safe
 Recognise ways to look after themselves if they feel poorly
 Recognise when they feel frightened and know how to ask for help
 Recognise how being healthy helps them to feel happy

Know what their body needs to stay healthy
 Know what relaxed means
 Know what makes them feel relaxed / stressed
 Know how medicines work in their bodies
 Know that it is important to use medicines safely
 Know how to make some healthy snacks
 Know why healthy snacks are good for their bodies
 Know which foods given their bodies energy
 Desire to make healthy lifestyle choices
 Identify when a feeling is weak and when a feeling is strong
 Feel positive about caring for their bodies and keeping it healthy
 Have a healthy relationship with food
 Express how it feels to share healthy food with their friends

Know how exercise affects their bodies
 Know why their hearts and lungs are such important organs
 Know that the amount of calories, fat and sugar that they put into their bodies will affect their health
 Know that there are different types of drugs
 Know that there are things, places and people that can be dangerous
 Know a range of strategies to keep themselves safe
 Know when something feels safe or unsafe
 Know that their bodies are complex and need taking care of
 Able to set themselves a fitness challenge
 Recognise what it feels like to make a healthy choice
 Identify how they feel about drugs
 Can express how being anxious or scared feels
 Can take responsibility for keeping themselves and others safe
 Respect their own bodies and appreciate what they do
Know how different friendship groups are formed and how they fit into them
Know which friends they value most
Know that there are leaders and followers in groups
Know that they can take on different roles according to the situation
Know the facts about smoking and its effects on health
Know some of the reasons some people start to smoke
Know the facts about alcohol and its effects on health, particularly the liver
Know some of the reasons some people drink alcohol
Know ways to resist when people are putting pressure on them
Know what they think is right and wrong
Can identify the feelings that they have about their friends and different friendship groups
Recognise how different people and groups they interact with impact on them
Identify which people they most want to be friends with
Recognise negative feelings in peer pressure situations
Can identify the feelings of anxiety and fear associated with peer pressure
Can tap into their inner strength and know how to be assertive

Know the health risks of smoking
 Know how smoking tobacco affects the lungs, liver and heart
 Know some of the risks linked to misusing alcohol, including antisocial behaviour
 Know basic emergency procedures including the recovery position
 Know how to get help in emergency situations
 Know that the media, social media and celebrity culture promotes certain body types
 Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure
 Know what makes a healthy lifestyle
 Can make informed decisions about whether or not they choose to smoke when they are older
 Can make informed decisions about whether they choose to drink alcohol when they are older
 Recognise strategies for resisting pressure
 Can identify ways to keep themselves calm in an emergency
 Can reflect on their own body image and know how important it is that this is positive
 Accept and respect themselves for who they are
 Respect and value their own bodies
 Be motivated to keep themselves healthy and happy
Know how to take responsibility for their own health
Know how to make choices that benefit their own health and well-being
Know about different types of drugs and their uses
Know how these different types of drugs can affect people's bodies, especially their liver and heart
Know that some people can be exploited and made to do things that are against the law
Know why some people join gangs and the risk that this can involve
Know what it means to be emotionally well
Know that stress can be triggered by a range of things
Know that being stressed can cause drug and alcohol misuse
Are motivated to care for their own physical and emotional health
Are motivated to find ways to be happy and cope with life's situations without using drugs
Identify ways that someone who is being exploited could help themselves
Suggest strategies someone could use to avoid being pressured
Recognise that people have different attitudes towards mental health / illness
Can use different strategies to manage stress and pressure

Know what a family is
 Know that different people in a family have different responsibilities (jobs)
 Know some of the characteristics of healthy and safe friendship
 Know that friends sometimes fall out
 Know some ways to mend a friendship
 Know that unkind words can never be taken back and they can hurt
 Know how to use Jigsaw's Calm Me to help when feeling angry
 Know some reasons why others get angry
 Can identify what jobs they do in their family and those carried out by parents/carers and siblings
 Can suggest ways to make a friend or help someone who is lonely
 Can use different ways to mend a friendship
 Can recognise what being angry feels like
 Can use Calm Me when angry or upset

Know that everyone's family is different
 Know that there are lots of different types of families
 Know that families are founded on belonging, love and care
 Know how to make a friend
 Know the characteristics of healthy and safe friends
 Know that physical contact can be used as a greeting
 Know about the different people in the school community and how they help
 Know who to ask for help in the school community
 Can express how it feels to be part of a family and to care for family members
 Can say what being a good friend means
 Can show skills of friendship
 Can identify forms of physical contact they prefer
 Can say no when they receive a touch they don't like
 Can praise themselves and others
 Can recognise some of their personal qualities
 Can say why they appreciate a special relationship

Know that everyone's family is different
 Know that families function well when there is trust, respect, care, love and co-operation
 Know that there are lots of forms of physical contact within a family
 Know how to stay stop if someone is hurting them
 Know some reasons why friends have conflicts
 Know that friendships have ups and downs and sometimes change with time
 Know how to use the Mending Friendships or Solve-it-together problem-solving methods
 Know there are good secrets and worry secrets and why it is important to share worry secrets
 Know what trust is
 Can identify the different roles and responsibilities in their family
 Can recognise the value that families can bring
 Can recognise and talk about the types of physical contact that is acceptable or unacceptable
 Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict
 Can identify the negative feelings associated with keeping a worry secret
 Can identify the feelings associated with trust
 Can identify who they trust in their own relationships
 Can give and receive compliments
 Can say who they would go to for help if they were worried or scared

Know that different family members carry out different roles or have different responsibilities within the family
 Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc
 Know some of the skills of friendship, e.g. taking turns, being a good listener
 Know some strategies for keeping themselves safe online
 Know how some of the actions and work of people around the world help and influence my life
 Know that they and all children have rights (UNCRC)
 Know the lives of children around the world can be different from their own
 Can identify the responsibilities they have within their family
 Can use Solve-it-together in a conflict scenario and find a win-win outcome
 Know how to access help if they are concerned about anything on social media or the internet
 Can empathise with people from other countries who may not have a fair job/ less fortunate
 Understand that they are connected to the global community in many different ways
 Can identify similarities in children's rights around the world
 Can identify their own wants and needs and how these may be similar or different from other children in school and the global community
Know some reasons why people feel jealousy
Know that jealousy can be damaging to relationships
Know that loss is a normal part of relationships
Know that negative feelings are a normal part of loss
Know that memories can support us when we lose a special person or animal
Know that change is a natural part of relationships/ friendship
Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe
Can identify feelings and emotions that accompany jealousy
Can suggest positive strategies for managing jealousy
Can identify people who are special to them and express why
Can identify the feelings and emotions that accompany loss
Can suggest strategies for managing loss
Can tell you about someone they no longer see
Can suggest ways to manage relationship changes including how to negotiate

Know that a personality is made up of many different characteristics, qualities and attributes
 Know that belonging to an online community can have positive and negative consequences
 Know that there are rights and responsibilities in an online community or social network
 Know that there are rights and responsibilities when playing a game online
 Know that too much screen time isn't healthy
 Know how to stay safe when using technology to communicate with friends
 Can suggest strategies for building self-esteem of themselves and others
 Can identify when an online community / social media group feels risky, uncomfortable, or unsafe
 Can suggest strategies for staying safe online/ social media
 Can say how to report unsafe online / social network activity
 Can identify when an online game is safe or unsafe
 Can suggest ways to monitor and reduce screen time
 Can suggest strategies for managing unhelpful pressures online or in social networks
Know that it is important to take care of their own mental health
Know ways that they can take care of their own mental health
Know the stages of grief and that there are different types of loss that cause people to grieve
Know that sometimes people can try to gain power or control them
Know some of the dangers of being 'online'
Know how to use technology safely and positively to communicate with their friends and family
Recognise that people can get problems with their mental health and that it is nothing to be ashamed of
Can help themselves and others when worried about a mental health problem
Recognise when they are feeling grief and have strategies to manage them
Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control
Can resist pressure to do something online that might hurt themselves or others
Can take responsibility for their own safety and well-being

Know the names and functions of some parts of the body (see vocabulary list)
 Know that we grow from baby to adult
 Know who to talk to if they are feeling worried
 Know that sharing how they feel can help solve a worry
 Know that remembering happy times can help us move on
 Can identify how they have changed from a baby
 Can say what might change for them they get older
 Recognise that changing class can illicit happy and/or sad emotions
 Can say how they feel about changing class/ growing up
 Can identify positive memories from the past year in school/ home

Know that animals including humans have a life cycle
 Know that changes happen when we grow up
 Know that people grow up at different rates and that is normal
 Know the names of male and female private body parts
 Know that there are correct names for private body parts and nicknames, and when to use them
 Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these
 Know who to ask for help if they are worried or frightened
 Know that learning brings about change
 Understand and accepts that change is a natural part of getting older
 Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)
 Can express why they enjoy learning
 Can suggest ways to manage change e.g. moving to a new class

Know that life cycles exist in nature
 Know that aging is a natural process including old-age
 Know that some changes are out of an individual's control
 Know how their bodies have changed from when they were a baby and that they will continue to change as they age
 Know the physical differences between male and female bodies
 Know the correct names for private body parts
 Know that private body parts are special and that no one has the right to hurt these
 Know who to ask for help if they are worried or frightened
 Know there are different types of touch and that some are acceptable and some are unacceptable
 Can appreciate that changes will happen and that some can be controlled and others not
 Be able to express how they feel about changes
 Show appreciation for people who are older
 Can recognise the independence and responsibilities they have now compared to being a baby or toddler
 Can say what greater responsibilities and freedoms they may have in the future
 Can say who they would go to for help if worried or scared
 Can say what types of touch they find comfortable/ uncomfortable
 Be able to confidently ask someone to stop if they are being hurt or frightened
 Can say what they are looking forward to in the next year

Know that in animals and humans, lots of changes happen between conception and growing up
 Know that in nature it is usually the female that carries the baby
 Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops
 Know that babies need love and care from their parents/carers
 Know some of the changes that happen between being a baby and a child
 Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults
 Know some of the outside body changes that happen during puberty
 Know some of the changes on the inside that happen during puberty
 Can express how they feel about babies
 Can describe the emotions that a new baby can bring to a family
 Can express how they feel about puberty
 Can say who they can talk to about puberty if they have any worries
 Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry
 Can identify changes they are looking forward to in the next year
 Can suggest ways to help them manage feelings during changes they are more anxious about
Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm
Know that babies are made by a sperm joining with an ovum
Know the names of the different internal and external body parts that are needed to make a baby
Know how the female and male body change at puberty
Know that personal hygiene is important during puberty and as an adult
Know that change is a normal part of life and that some cannot be controlled and have to be accepted
Know that change can bring about a range of different emotions
Can appreciate their own uniqueness and that of others
Can express how they feel about having children when they are grown up
Can express any concerns they have about puberty
Can say who they can talk to about puberty if they are worried
Can apply the circle of change model to themselves to have strategies for managing change
Have strategies for managing the emotions relating to change

Know what perception means and that perceptions can be right or wrong
 Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally
 Know that sexual intercourse can lead to conception
 Know that some people need help to conceive and might use IVF
 Know that becoming a teenager involves various changes and also brings growing responsibility
 Can celebrate what they like about their own and others' self- image and body-image
 Can suggest ways to boost self-esteem of self and others
 Recognise that puberty is a natural process that happens to everybody and that it will be OK for them
 Can ask questions about puberty to seek clarification
 Can express how they feel about having a romantic relationship when they are an adult
 Can express how they feel about having children when they are an adult
 Can express how they feel about becoming a teenager
 Can say who they can talk to if concerned about puberty or becoming a teenager/adult
Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally
Know how a baby develops from conception through the nine months of pregnancy and how it is born
Know how being physically attracted to someone changes the nature of the relationship
Know the importance of self-esteem and what they can do to develop it
Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class
Recognise ways they can develop their own self-esteem
Can express how they feel about the changes that will happen to them during puberty
Recognise how they feel when they reflect on the development and birth of a baby
Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to
Can celebrate what they like about their own and others' self- image and body-image
Use strategies to prepare themselves emotionally for the transition (changes) to secondary school

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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 spending time together and sharing each other's lives</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</p> <p>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</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>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>
Caring friendships	<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>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>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>
Respectful relationships	<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>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</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>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <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>
Being safe	<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 children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

Appendix 3: Parent form: withdrawal form for 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

Appendix 4: RSE Curriculum letter to parents

Dear Parent/Carer

As you may already be aware, Relationships and Sex Education (RSE), along with Health Education, will soon be forming part of the National Curriculum. This change begins as of September 2021. We as a school will be starting the new curriculum and therefore we will be consulting you on this.

As part of our school's wider Personal, Social and Health Education programme, your child will receive lessons on relationships, sexual health and personal safety in the summer term of 2021.

Schools are required to consult with parents when developing and reviewing their policies for Relationships Education and RSE, which will inform schools' decisions on when and how certain content is covered.

We will be running an information session for parents and carers on _____ at _____am/pm. This session may reinforce what you are already doing at home. The school is committed to working in partnership with parents and is keen to hear your views about what pupils should be taught and share with you the RSE policy and resources.

The purpose of the upcoming curriculum is to provide knowledge and understanding of safe and healthy relationships based on respect. This is to encourage the development of safe and healthy relationships throughout life. The subject is designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

You do have a right to withdraw your child from sex education delivered as part of RSE in primary schools, however by taking part in this consultation you will have a clearer understanding of what is being delivered in the classroom setting.

There is no right to withdraw from Relationships Education at primary level and we believe the content of these subjects - such as family, friendship, safety (including online safety) - are important for all children to be taught. However, we are confident you will share our enthusiasm for the successful implementation of the new PSHE curriculum, which we feel will benefit all of our students. We are looking forward to sharing further information in due course.

If you would like to attend this session please complete the slip below and return to your child's class teacher as soon as possible.

Yours sincerely,

Child's name: _____

Class: _____

I am/ am not able to attend the R.S.E information session on _____ at _____ (Please delete as appropriate).

Signature: _____

Date: _____