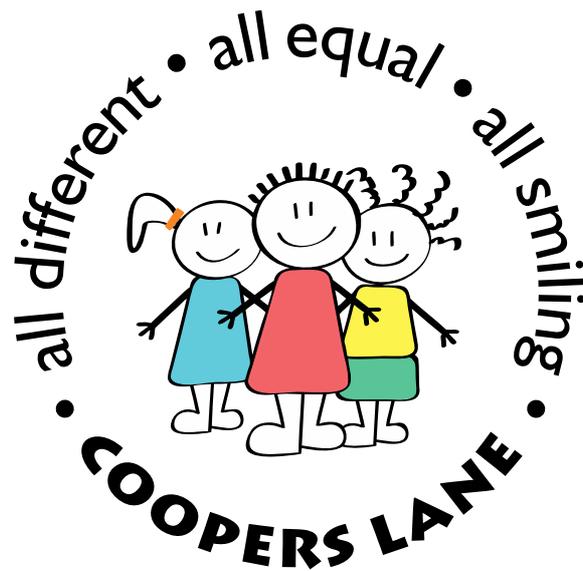


# Coopers Lane Primary School



## Relationships, Health and Sex Education Policy (from 2020)

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# A Coopers Lane Learner...



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This policy covers our school's approach to Relationships and Sex Education (RHSE) and it's integral part of the Personal, Social, Health and Economic Education (PSHE) and Citizenship curriculum, and it's link to the Science National Curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil formed on the basis of our school values. The programme is set within a moral framework and matched to the pupils' level of maturity.

## 1. Aims

The aims of Relationships, Health and Sex Education (RHSE) at our school, which compliment those of the Science National Curriculum in KS1 and KS2, are:

- To help pupils develop feelings of self-respect, confidence, empathy and self esteem to value themselves and others
- To create a positive culture around issues of sexuality and to understand about the range of relationships, including the importance of family for the care and support of children
- To provide a framework in which sensitive discussions can take place to develop confidence in talking, listening and thinking about feelings and relationships
- To be able to use the correct vocabulary to name parts of the body and describe how their bodies work
- To be prepare pupils for puberty, and give them an understanding of sexual health and the importance of health and hygiene
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To help pupils understand the role the media plays in forming attitudes
- To understand how safe routines can reduce the spread of viruses

## 2. Statutory requirements

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

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 RHSE, we must have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

At Coopers Lane Primary School, we teach Relationships, Health and Sex Education 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 working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – teaching staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were given the opportunity to ask questions about the policy and give their feedback
4. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

Relationships, Health and Sex Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

The curriculum involves a combination of sharing information, and exploring issues and values. We hope to prevent and remove prejudice, fostering gender equality and LGBT+ equality.

Pupils will be taught about the nature and importance of secure relationships for family life and bringing up children, understanding that there are strong and mutually supportive relationships outside of marriage. We try to ensure that no stigma is placed on children based on their home circumstances.

RHSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We view the partnership of home and school as vital in providing a context.

RHSE is not about the promotion of sexual activity.

High quality Relationships, Health & Sex Education (RHSE) is every child's right, no matter what their level of need or ability. We ensure RHSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). Relationships Education should be a priority for pupils, especially those with social, emotional and mental health needs or learning disabilities. With RHSE at the heart of the school's PSHE curriculum it has the power to respond to these challenges, so it is essential that RHSE is a developmental programme of teaching for all, across all years. Introducing consistent vocabulary in relation to toileting and personal care, with euphemisms avoided, and also taking everyday opportunities to teach about consent and personal space will benefit all pupils. There are clear links between RHSE and safeguarding, equality, anti-bullying and behaviour policies, and our school values. The Equalities Act advises schools to be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Schools are reminded that the Equalities Act allows them to take positive action where pupils with SEND may experience disadvantage because of their 'protected characteristic'; this is why RHSE is so important for all children.

## 5. Curriculum

Relationships, Health and Sex Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHSE are taught within the science curriculum, and some aspects are included in Religious Education (RE).

### PSHE Curriculum

The **PSHE** Programme of Study sets out learning opportunities for each key stage, in three core themes (see Appendix 1):

- Health and Wellbeing
- Relationships
- Living in the Wider World

They build in developmental progression by revisiting themes year on year, building on and extending prior learning set out as per Appendix 1. RHSE is incorporated as per Appendix 2, but we may need to adapt it as and when necessary.

**Relationships** education (see Appendix 2 and 3) 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

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).

**Sex education** (see Appendix 2 and 3) will focus on:

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

## **Science Curriculum**

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- About the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

## **6. Delivery of RHSE**

From the start of Key Stage 1, children are taught the correct anatomical name for all parts of the body, including external genitalia. Using this vocabulary is important for all children as it helps build a positive body image and opens the door for an honest, open dialogue on any questions they have about their bodies.

From Year 4 onwards, we place a particular emphasis on RHSE, as many children experience puberty from this age. We teach the children about puberty at this age and about the parts of the body and how they work. We also explain what will happen to their bodies during puberty and how to keep themselves safe, and what to do when they don't feel safe (including an age appropriate understanding of FGM). All questions from children are answered with sensitivity and care. By the end of KS2, we ensure that both boys and girls understand puberty (including menstruation and how it affects women) and know how a baby is conceived, develops and is born.

We have developed the curriculum in consultation with parents, staff and governors, taking into account the age, needs and feelings of pupils, and by following government guidance\*. 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.

\*[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RHSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RHSE_and_Health_Education.pdf)

## **7. Roles and responsibilities**

### **7.1 The governing board**

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

### **7.2 The head teacher**

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

### 7.3 Staff

Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RHSE

All class teachers have the responsibility for teaching RHSE in your school. We will also invite in health care professionals to support our teaching where appropriate. Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the head teacher.

### 7.4 Pupils

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

## 8. Parents' right to withdraw

Parents do not have the right to withdraw their children from **Relationships** education; however, they do have the right to withdraw their children from elements of **Sex** education that fall outside of the statutory **Science** curriculum objectives. Parents/carers are encouraged to discuss their concerns with a member of the Senior Leadership Team before deciding to withdraw their child from **Sex** education lessons. See Appendix 4.

## 9. Training

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

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

## 10. Monitoring arrangements

The delivery of RHSE is monitored by Tali Bonner (Deputy Head) through:

- Planning scrutinies
- Lesson observations/learning walks
- Pupil interviews
- Surveys

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

This policy will be reviewed by the Paul Hooper (Head Teacher) annually. At every review, the policy will be approved by the governing board.

## 11. Reference Links

Relationships education, relationships and sex education, and health education

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/780768/Government\\_Response\\_to\\_RHSE\\_Consultation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/780768/Government_Response_to_RHSE_Consultation.pdf)

## Appendix 1: PSHE Curriculum Overview

	Relationships	Health and wellbeing	Living in the wider world			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

## Appendix 2: Curriculum Map

### Relationships and sex education curriculum map (highlighted = non-statutory)

Year Group	Term	Topic/ Theme	Resources
1	Autumn 1	<p><b>Relationships – What is the same and different about us?</b></p> <ul style="list-style-type: none"> <li>• OurHSElves and others – recognise what makes them special, how we are all unique, what they're good at and what they like/ dislike</li> <li>• Similarities and differences – what makes them special and how everyone has different strengths; how they are similar and different to others, and what they have in common</li> <li>• Individuality – what makes them special and how everyone has different strengths</li> <li>• Our bodies – use the correct name for the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles); and parts of the body covered by underwear are private</li> </ul>	<p><a href="#">NSPCC – The underwear rule resources (PANTS)</a> The NSPCC Underwear Rule teaching resources deliver messages to pupils that help keep them safe from harm and abuse. The resource - aimed primarily at pupils aged 5-9 – includes a lesson plan, pupil activity resources, teacher guidance and more. Using the acrostic message PANTS, the resource aims to deliver the key messages that: <b>Privates are private</b> <b>Always remember your body belongs to you</b> <b>No means no</b> <b>Talk about secrets that upset you</b> <b>Speak up, someone can help</b> <b>TWINKL – Our Bodies</b> A presentation about body parts and their names including external genitalia. Looking at the differences between girls and boys. Children label and design a swimsuit to cover the private parts. <a href="#">PSHE Association – Inclusion, belonging and addressing extremism, (KS1), ‘Sameness and difference’</a> This helps children recognise some of the similarities they share with others and differences between them, and that this is part of everyday life and relationships. Recognising that they have more in common with others than differences, will help pupils to develop attributes which make them less susceptible to prejudiced or extremist narratives. <a href="#">CWP resources – Teaching with Confidence</a> Y1 L1 - Different friends Y2 L3 – Naming Body Parts</p>
1	Autumn 2	<p><b>Relationships – Who is special to us?</b></p> <ul style="list-style-type: none"> <li>• People who care for us – what their family members, or people that are special to them, so to make them feel loved and cared for</li> <li>• Groups we belong to – family is one of the groups they belong to, as well as, school, friends, clubs etc.</li> <li>• Families – how families are all different but share common features – what is the same and different about them; different features of family life, including what families do/ enjoy together; know that it is important to tell someone if something about their family makes them feel unhappy or worried</li> </ul>	<p><b>Metro Charity, KS1, ‘Love and respectful relationships’</b> Using the book, ‘and Tango makes three’, which is about two male penguins that fall in love and try to hatch a penguin from a stone. The zoo keeper decides it's time for them to have a baby. through this, children look at different types of families. Alongside this, posters from <b>Stonewall</b> will be used. <a href="#">CWP resources – Teaching with Confidence</a> Y1 L3 – Families &amp; Care</p>

1	Summer 1	<p><b>Health and wellbeing – Who helps to keep us safe?</b></p> <ul style="list-style-type: none"> <li>• Keeping safe – learn how to respond safely to adults they don't know; know what to do if they feel unsafe or worried for themselves or others; knowing the importance of keeping on asking for support until they are heard</li> <li>• People who help us – what to do if there is an accident and how to respond</li> </ul>	
1	Summer 2	<p><b>Living in the wider world – How can we look after each other and the world?</b></p> <ul style="list-style-type: none"> <li>• OurHSElves and others – how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work cooperatively; how to manage change when moving to the next year group</li> <li>• The world around us – the responsibilities they have in and out of the classroom; what can harm the local and global environment; how they can help others care for it</li> <li>• Caring for others – how people and animals need to be looked after and cared for</li> <li>• Growing and changing – how people grow and change and how people's needs change as they grow from young to old</li> </ul>	<p><a href="#">Alzheimer's Society -Creating a dementia-friendly generation (KS1)</a>  Educating young people about dementia can help reduce stigma and increase understanding. Changing attitudes and building knowledge can help to reduce the loneliness and social isolation that many people with dementia experience. By learning about dementia, young people have a better understanding of how to protect their own wellbeing through maintaining a healthy lifestyle, including their diet and regular exercise.  <a href="#">CWP resources – Teaching with Confidence</a>  Y1 L2 – Growing &amp; Changing</p>
2	Autumn 1	<p><b>Relationships – What makes a good friend?</b></p> <ul style="list-style-type: none"> <li>• Friendship – how to make friends with others</li> <li>• Feeling lonely – how to recognise when people feel lonely and what to do</li> <li>• Managing arguments – simple strategies to resolve arguments between friends positively; how to ask for help if a friendship is making them feel unhappy</li> </ul>	<p><b>Restorative Approaches</b> – as school behavior policy</p> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were you thinking about?</li> <li>3. What were you feeling?</li> <li>4. How are you left feeling now?</li> <li>5. What do you need now?</li> </ol> <p><a href="#">CWP resources – Teaching with Confidence</a>  Y2 L1 - Different friends</p>
2	Autumn 2	<p><b>Relationships – What is bullying?</b></p> <ul style="list-style-type: none"> <li>• Behaviour – why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>• Bullying – how to respond if this happens in different situations (online and offline); the importance of telling a trusted adult</li> <li>• Words and actions – know that bodies and feelings can be hurt by words and actions</li> <li>• Respect for others – how to ask for and give/ not give permission regarding physical contact; know how to respond if physical contact makes them feel uncomfortable or unsafe</li> </ul>	
2	Spring 2	<p><b>Health and wellbeing – What helps us to stay safe?</b></p> <ul style="list-style-type: none"> <li>• Keeping safe – how to tell a trusted adult if they are worried for themselves or others or if they come across something that scares or concerns them</li> <li>• Recognising risk – how to identify risk and potentially unsafe situations and take steps to avoid or remove them; how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets;</li> </ul>	<p><a href="#">Thinkuknow: Jessie and Friends</a>  A three-episode animated series which aims to equip 4-7 year olds with the knowledge, skills and confidence they need to help them stay safe from sexual abuse and other risks they may encounter online. Jessie &amp; Friends follows the adventures of Jessie, Tia and Mo as they begin to navigate the online world. They learn that while the internet can be an</p>

		<p>how not everything they see online is true or trustworthy and that people can pretend to be someone they aren't</p> <ul style="list-style-type: none"> <li>Rules – how rules and restrictions help to keep them safe, e.g. basic road, fire, cycle, water safety; medicines/ household products, and online</li> </ul>	<p>exciting place where they can learn and have fun, sometimes they may encounter things online which make them feel worried, scared or sad.</p> <p><a href="#">Link here for parent information</a> <a href="#">First Aid Champions – Red Cross</a></p> <p>Start by meeting 8 characters who they'll learnt with. Then the children will explore why learning first aid is important. They explore skills and test themselves with quizzes. They also learn and understand when it is appropriate to call 999.</p> <p><b>PSHE Association drug and alcohol education programme</b> (released Summer 2020)</p>
3	Autumn 1	<p><b>Relationships – How can we be a good friend?</b></p> <ul style="list-style-type: none"> <li>Friendship – how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>Making positive friendships – how to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>Managing loneliness – How to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>Dealing with arguments – know that friendships sometimes have difficulties, and how to manage when there is a problem or an argument</li> </ul>	<p><b>Restorative Approaches</b> – as school behavior policy</p> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were you thinking about?</li> <li>3. What were you feeling?</li> <li>4. How are you left feeling now?</li> <li>5. What do you need now?</li> </ol>
3	Autumn 2	<p><b>Health and wellbeing – What keeps us safe?</b></p> <ul style="list-style-type: none"> <li>Keeping safe – how to recognise an respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li> <li>At home and at school</li> <li>Our bodies – that their bodies belong to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li> <li>Hygiene</li> <li>Medicines and household products</li> </ul>	<p><a href="#">First Aid Champions – Red Cross</a></p> <p>Start by meeting 8 characters who they'll learnt with. Then the children will explore why learning first aid is important. They explore skills and test themselves with quizzes. They also learn and understand when it is appropriate to call 999.</p> <p><a href="#">NSPCC – The underwear rule resources (PANTS)</a></p> <p>The NSPCC Underwear Rule teaching resources deliver messages to pupils that help keep them safe from harm and abuse.</p> <p>The resource - aimed primarily at pupils aged 5-9 – includes a lesson plan, pupil activity resources, teacher guidance and more. Using the acrostic message PANTS, the resource aims to deliver the key messages that:</p> <p>Privates are private Always remember your body belongs to you No means no Talk about secrets that upset you Speak up, someone can help</p> <p><b>PSHE Association drug and alcohol education programme</b> (released Summer 2020)</p> <p><a href="#">CWP resources – Teaching with Confidence</a></p> <p>Y3 L1 – Body Differences, L2 – Personal Space, L3 - Help &amp; Support</p>
3	Spring 1	<p><b>Relationships – What are families like?</b></p>	<p><b>Coram Life Education – Adoptables Schools Toolkit</b></p> <p>A toolkit to help children understand about adoption and the different family types. Alongside this, posters from <b>Stonewall</b> will be used.</p>

		<ul style="list-style-type: none"> <li>Families – how families differ from each other (including that not every family has the same structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li> <li>Family life – how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> <li>Caring for each other – how people within families should care for each other and the different ways they demonstrate this; how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul>	
4	Autumn 2	<p><b>Relationships – How do we treat each other with respect?</b></p> <ul style="list-style-type: none"> <li>Respect for self and others – how people’s behaviour affects themselves and others, including online</li> <li>Courteous behaviour – how to model being polite and courteous in different situations and recognise respectful behaviour they receive in return; about the relationship between rights and responsibilities; how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</li> <li>Safety – about the right to privacy and how to recognise when a confidence or secret should be kept or not agreed to and when to tell</li> <li>Human rights – the rights that children have and why it is important to protect these; that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</li> </ul>	<p><b><a href="#">Premier League Primary Stars – Play the right way / Inclusion</a></b> This pack helps children think about the positive effects of inclusive behaviour. It provides opportunities to challenge and change attitudes, in real-life contexts. Children are encouraged to develop empathy and practise techniques to behave inclusively.</p> <p><b><a href="#">Alzheimer’s Society -Creating a dementia-friendly generation (KS2)</a></b> Educating young people about dementia can help reduce stigma and increase understanding. Changing attitudes and building knowledge can help to reduce the loneliness and social isolation that many people with dementia experience. By learning about dementia, young people have a better understanding of how to protect their own wellbeing through maintaining a healthy lifestyle, including their diet and regular exercise.</p> <p><b>Unicef Rights Respecting link – as School Policy</b></p>
4	Spring 2	<p><b>Health and wellbeing – How will we grow and change?</b></p> <ul style="list-style-type: none"> <li>Growing and changing</li> <li>Puberty – about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams; how puberty can affect emotions and feelings; how personal hygiene routines change during puberty; how to ask for advice and support about growing and changing and puberty (revisited in year 5 as part of the science curriculum)</li> </ul>	<p><b><a href="#">Betty – It’s perfectly natural</a></b> Encouraging open and honest discussion about periods.</p> <p><b><a href="#">CWP resources – Teaching with Confidence</a></b> Y4 L1 – Changes, L2 – What is Puberty?, L3 – Healthy Relationships</p>
4	Summer 1	<p><b>Living in the wider world – How can our choices make a difference to others and the environment?</b></p> <ul style="list-style-type: none"> <li>Caring for others – how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> <li>The environment – how people have a shared responsibility to help protect the world around them; how everyday choices can affect the environment</li> <li>People and animals – how to show care and concern for others (people and animals)</li> </ul>	<p><b><a href="#">Premier League Primary Stars / Sky Ocean Rescue – Tackling plastic pollution</a></b> Children learn about the simple changes everyone can make to have a positive impact on the local and global environment and help prevent further ocean plastic pollution.</p> <p><b><a href="#">RSPCA - Compassionate classroom lessons</a></b> A series of enquiry-led activities which encourage Key Stage 2 pupils to develop compassion and empathy through the lens of animal welfare.</p> <p><b><a href="#">Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation)</a></b></p>

		<ul style="list-style-type: none"> <li>Shared responsibilities, making choices and decisions – how to carry out personal responsibilities in a caring and compassionate way; the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</li> </ul>	Children explore why and how people can help each other in more depth, and that donation is one way adults can help each other.
4	Summer 2	<p><b>Health and wellbeing – How can we manage risk in different places?</b></p> <ul style="list-style-type: none"> <li>Keeping safe – how people can be influenced by their peers’ behaviour and by a desire for peer approval; how to manage this influence; how people’s online actions can impact on other people; how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online; how to report concerns, including about inappropriate online content and contact; that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</li> <li>Out and about – how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</li> <li>Recognising and managing risk – how to recognise, predict, assess and manage risk in different situations</li> </ul>	<p><a href="#">PSHE Association and GambleAware -Exploring risk (KS2)</a> In this session, children will learn about risk in everyday situations through role play and discussion.</p> <p><b><a href="#">Google &amp; Parentzone – Be Internet Legends</a></b> This resource teaches children the fundamentals – ‘the Internet Legends Code’, how to ‘Be Internet Secure, Be Internet Alert, Be Internet Secure, and Be Internet Kind’</p> <p><b><a href="#">NSPCC - Share Aware</a></b> Share Aware explores the dangers of taking and sharing personal images online and of sharing personal information.</p> <p><b>PSHE Association drug and alcohol education programme</b> (released Summer 2020)</p>
5	Autumn 1	<p><b>Health and wellbeing – What makes up our identity?</b></p> <ul style="list-style-type: none"> <li>Identity – that there are a range of factors that contribute to a person’s identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>Personal attributes and qualities &amp; individuality – how individuality and personal qualities make up someone’s identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>Similarities and differences – how to recognise and respect similarities and differences between people and what they have in common with others</li> <li>Stereotypes – about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others; how to challenge stereotypes and assumptions about others</li> </ul>	<p><b><a href="#">PSHE Association - Inclusion, belonging and addressing extremism (KS2 –Y5/6), ‘Stereotypes’</a></b> This helps children to recognise the ways in which stereotyping can negatively impact on attitudes towards different groups of people. It also explores how children can challenge the assumptions that underpin stereotyping.</p> <p><b><a href="#">Premier League Primary Stars – Developing values</a></b> This is all about values: what they are, how we form them and how people live by their values. Pupils share, explain and defend their opinions and beliefs. They discuss a range of personal opinions and beliefs and evaluate different views and beliefs alongside their own. All closely linked with the ongoing work in school around our school values.</p> <p><b><a href="#">Coram Life Education: The Belonging Toolkit</a></b> The Belonging lesson has been created to help improve the experience of school for children and young people from migrant backgrounds and - equally importantly - to increase the empathy and understanding of children, born in this country, of challenges faced by those from migrant backgrounds.</p> <p><b><a href="#">CWP resources – Teaching with Confidence</a></b> Additional Resources – Respect &amp; Equality</p>
5	Autumn 2	<p><b>Living in the wider world – What decisions can people make with money?</b></p>	<p><b><a href="#">Natwest – My Money Sense</a></b></p>

		<ul style="list-style-type: none"> <li>• Money – how to recognise what makes something ‘value for money’ and what this means to them; that there are risks associated with money (it can be won, lost or stolen) and how money can affect people’s feelings and emotions</li> <li>• Making decisions – how people make decisions about spending and saving money and what influences them; how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</li> <li>• Spending and saving – how to keep track of money so people know how much they have to spend or save</li> </ul>	<p>A variety of themes can be explored throughout this unit, e.g. How can I pay for things? How can I use a bank account? Links between jobs and money, skills in planning a simple budget, keeping money safe etc.</p> <p><a href="#">PSHE Association and GambleAware -Exploring risk (KS2)</a></p> <p>Young people are increasingly exposed to gambling and gambling-related activity, including through gaming, advertising, social media, betting shops, arcades and casinos. It is important that even at a younger age, pupils build the skills to navigate an offline and online world where gambling is prevalent and start to develop a nuanced understanding of risky gambling behaviours and the impact of gambling related harms on people’s health and wellbeing.</p>
5	Spring 1	<p><b>Health and wellbeing – How can we help in an accident or an emergency?</b></p> <ul style="list-style-type: none"> <li>• Basic first aid – how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions; when it is appropriate to use first aid and the importance of seeking adult help</li> <li>• Accidents – that if someone has experienced a head injury, they should not be moved</li> <li>• Dealing with emergencies – the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> </ul>	<p><a href="#">First Aid Champions – Red Cross</a></p> <p>Start by meeting 8 characters who they’ll learnt with. Then the children will explore why learning first aid is important. They explore skills and test themselves with quizzes. They also learn and understand when it is appropriate to call 999.</p>
5	Spring 2	<p><b>Relationships – How can friends communicate safely?</b></p> <ul style="list-style-type: none"> <li>• Friendships – how to recognise risk in relation to friendships and keeping safe; how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>• Relationships – about the different types of relationships people have in their lives; how friends and family communicate together; how the internet and social media can be used positively</li> <li>• Becoming independent – how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> <li>• Online safety – how knowing someone online differs from knowing someone face-to-face; about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> </ul>	<p><a href="#">Thinkuknow – Play, Like, Share</a></p> <p>A three-episode animated series learn how to stay safe from sexual abuse, exploitation and other risks they might encounter online.</p> <p><a href="#">Google &amp; Parentzone – Be Internet Legends</a></p> <p>This resource teaches children the fundamentals – ‘the Internet Legends Code’, how to ‘Be Internet Secure, Be Internet Alert, Be Internet Secure, and Be Internet Kind’</p> <p><a href="#">CWP resources – Teaching with Confidence</a></p> <p>Y5 L1 – Talking about Puberty, L3 – The Reproductive System, L3 – Help &amp; Support</p>
5	Summer 1	<p><b>Science – Animals including humans</b></p> <p>Puberty – about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams; how puberty can affect emotions and feelings; how personal hygiene routines change during puberty; how to ask for advice and support about growing and changing and puberty</p>	
6	Autumn	<p><b>Health and wellbeing – How can we keep healthy as we grow?</b></p>	<p><a href="#">PSHE Association – Mental health and wellbeing (KS2 – Y5/6), lessons 1 and 2</a></p>

		<ul style="list-style-type: none"> <li>Looking after ourHSElves – how mental and physical health are linked; how positive friendships and being involved in activities such as clubs and community groups support wellbeing; how to make choices that support a healthy, balanced lifestyle, e.g. how to plan a healthy meal, how sleep contributes to a healthy lifestyle - the effects of poor sleep and strategies that support good quality sleep; that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> <li>Growing up – that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one; that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>Becoming independent – how legal and illegal drugs can affect health and how to manage situations involving them; how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school; that mental health difficulties can usually be resolved or managed with the right strategies and support</li> <li>Taking more responsibility – that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else</li> </ul>	<p>They will look at identifying and talking about feelings, understanding how feelings affect behaviours and learn strategies to manage feelings. They'll identify the link between mental and physical health.</p> <p><b><u>PSHE Association and - The sleep factor (KS2)</u></b></p> <p>Children and young people's sleep is an increasingly important issue. Poor quality and insufficient sleep can be both the cause and effect of wider health problems. These lessons introduce changes to sleep that occur during puberty.</p> <p><b><u>Rise Above – Sleep (KS2)</u></b></p> <p>Using peer-to-peer discussion, videos and activities, students discover the importance of sleep and learn about simple actions that can improve a person's quality of sleep.</p> <p><b><u>Rise Above – Social media (KS2)</u></b></p> <p>Using peer-to-peer discussion, videos and activities, students explore social media, evaluate how social media might impact wellbeing and understand the importance of balancing online and offline activity.</p> <p><b>PSHE Association drug and alcohol education programme</b> (released Summer 2020)</p> <p><b>FGM Resource - <a href="#">CWP resources – Teaching with Confidence</a></b></p> <p>Additional Resources - FGM</p>
6	Spring	<p><b>Living in the wider world – How can the media influence people?</b></p> <ul style="list-style-type: none"> <li>Media literacy and digital resilience – how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions; how text and images can be manipulated or invented; strategies to recognise this; to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts; how information is ranked, selected, targeted to meet the interests</li> <li>Influences and decision-making – that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions; to recognise unsafe or suspicious content online and what to do about it of individuals and groups, and can be used to influence them; how to make decisions about the content they view online or in the media and know if it is appropriate for their age range; to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have; to discuss and debate what influences people's decisions, taking into consideration different viewpoints</li> <li>Online safety – that not everything should be shared online or social media and that there are rules about this, including the distribution of images; how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li> </ul>	<p><b><u>PSHE Association - Inclusion, belonging and addressing extremism (KS2 –Y5/6), 'Extremism'</u></b></p> <p>This helps children to consider the various ways in which people may be influenced by those around them, how this can sometimes be in a negative way and the impact it can have on their attitudes and behaviours. The lesson also helps pupils recognise times when they or their friends might be more vulnerable to external influences and how this can increase their susceptibility to prejudiced or extremist views.</p> <p><b><u>PSHE Association, National Literacy Trust and The Guardian Foundation – NewsWise, Lessons 3, 5 and 6</u></b></p> <p>NewsWise aims to empower children with the skills and knowledge they need to make sense of what they read, see and hear in an era of fake news. It helps them to enjoy engaging with the news, to feel confident in asking questions and challenging misinformation, and to form their own values and opinions about what is happening around them.</p> <p><b><u>BBFC – Let's watch a film – making choices about what to watch</u></b> This is aimed to help children navigate the fast-changing world of online content - especially watching films online, via apps and on platforms such as Netflix.</p> <p><b><u>Childnet – Trust me</u></b></p> <p>Aimed to educate young people around inaccurate and pervasive information that they might come across online.</p> <p><b><u>Rise Above – Social media (KS2)</u></b></p>

			Using peer-to-peer discussion, videos and activities, students explore social media, evaluate how social media might impact wellbeing and understand the importance of balancing online and offline activity. <b>PSHE Association drug and alcohol education programme</b> (released Summer 2020)
6	Summer	<p><b>Relationships – What will change as we become more independent?</b></p> <ul style="list-style-type: none"> <li>• Different relationships – that people have different kinds of relationships in their lives, including romantic or intimate relationships; that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li> <li>• Changing and growing – <b>how puberty relates to growing from childhood to adulthood; about the reproductive organs and process - how babies are conceived and born and how they need to be cared for; that there are ways to prevent a baby being made,</b> how friendships may change as they grow and how to manage this</li> <li>• Adulthood – that adults can choose to be part of a committed relationship or not, including marriage or civil partnership; that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>• Independence – how growing up and becoming more independent comes with increased opportunities and responsibilities</li> <li>• Moving to secondary school – how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</li> </ul>	<p><b><u>Betty – It’s perfectly natural</u></b> Encouraging open and honest discussion about periods.</p> <p><b><u>NSPCC – Making sense of relationships (KS2)</u></b> Empowers children to handle the challenges associated with moving from Year 6 into secondary school. Explores the nature of friendships, the benefits and opportunities that new ones bring, and the positive, safe and healthy ways to manage them. Empowers children to explore ways to keep online relationships healthy</p> <p><b><u>PSHE Association – Mental health and wellbeing (KS2 – Y5/6), lesson 3, Feelings and common anxieties when transitioning to secondary school</u></b> Continuing on from the Spring term, they will begin to look at managing the transition to secondary school / key stage 3</p> <p><b><u>Rise Above – Transition to secondary school</u></b> Using peer-to-peer discussion and activities, students will explore the transition to secondary school.</p> <p><b><u>CWP resources – Teaching with Confidence</u></b> Y6 L1 – Puberty &amp; Reproduction, L2 – Communication in Relationships, L3 – Families, Conception &amp; Pregnancy, L4 – Online Relationships</p>

### Appendix 3: By the end of primary school pupils should know

#### Relationship Education **Statutory**

By the end of primary school: Pupils should know:		PSHE Ass PoS KS1	Y1	Y2	PSHE Ass PoS KS2	Y3	Y4	Y5	Y6
Families and people who care for me	<ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> </ul>	R2	Aut 2		R6	Spr 1			Sum 1 & 2
	<ul style="list-style-type: none"> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> </ul>	R1, R4	Aut 2		R8	Spr 1			
	<ul style="list-style-type: none"> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> </ul>	H22, R3	Aut 1 & 2		R2, R7	Spr 1			Sum 1 & 2
	<ul style="list-style-type: none"> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> </ul>	R3	Aut 2		R1, R6, R7	Spr1		Spr 2	Sum 1 & 2
	<ul style="list-style-type: none"> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul>	R4	Aut 1		R3, R5	Spr 1			Sum 1 & 2
	<ul style="list-style-type: none"> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	R5	Aut 1		R4, R9	Spr 1			Sum 1 & 2
Caring friendships	<ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> </ul>	R6		Aut 1	R10	Aut 1			Aut 1 & 2
	<ul style="list-style-type: none"> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul>	R6		Aut 1	R11	Aut 1			
	<ul style="list-style-type: none"> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>	R7		Aut 1	R13, R14	Aut 1			

	<ul style="list-style-type: none"> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> </ul>	R8		Aut 1	R16				Sum 1 & 2
	<ul style="list-style-type: none"> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>	R9		Aut 1	R18	Aut 1		Spr 2	
Respectful relationships	<ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> </ul>	H22, R23, L4, L6	Aut 1 & 2		R32, R33, L6	Spr 2		Aut 1	
	<ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>	R6, R8		Aut 1	R33, R34	Spr 2	Sum 1	Aut 2	Spr1 & 2
	<ul style="list-style-type: none"> <li>the conventions of courtesy and manners.</li> </ul>	R22	Sum 2	Aut 2	R33	Spr 2			
	<ul style="list-style-type: none"> <li>the importance of self-respect and how this links to their own happiness.</li> </ul>	H21, H23, R22	Aut 1 Sum 2	Aut 2	R31		Aut 2		
	<ul style="list-style-type: none"> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul>	R22, H22	Aut 1 Sum 2	Aut 2	R31		Aut 2		
	<ul style="list-style-type: none"> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> </ul>	R10, R11, R12		Aut 2	R19, R20, R28	Aut 2	Aut 2 Sum 2		
	<ul style="list-style-type: none"> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	L4	Aut 2		R21, L7, L8, L9	Spr 2	Aut 2	Aut 1	
	<ul style="list-style-type: none"> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	R15, R17	Sum 1	Aut 2	R22, R26	Aut 2	Aut 2	Spr 2	

Online relationships	<ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>	R14		Spr 2	R23		Sum 2		
	<ul style="list-style-type: none"> <li>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> </ul>	R12		Aut 2	R24, R30, R31		Aut 2 Sum 2	Spr 2	
	<ul style="list-style-type: none"> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul>	R20	Sum 1	Aut 2	R24, R29	Aut 2	Aut 2 Sum 2	Spr 2	
	<ul style="list-style-type: none"> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> </ul>	R15	Sum 1		R24		Sum 2	Spr 2	
	<ul style="list-style-type: none"> <li>how information and data is shared and used online.</li> </ul>	H34		Spr 2	L13, L14				Spr 1 & 2
Being safe	<ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> </ul>	R17	Aut 2		R22		Aut 2		
	<ul style="list-style-type: none"> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> </ul>	R13, R18	Aut 1	Spr 2	R27		Aut 2		
	<ul style="list-style-type: none"> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>	R13	Aut 1		H45, R25	Aut 2	Aut 2		Aut 1 & 2
	<ul style="list-style-type: none"> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ul>	R14, R15, R19	Sum 1	Spr 2	R24		Sum 2	Spr 2	
	<ul style="list-style-type: none"> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>	R20	Sum 1	Spr 2	R29	Aut 2	Aut 2 Sum 2	Spr 2	
	<ul style="list-style-type: none"> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul>	R20	Sum 1	Spr 2	R29	Aut 2	Aut 2 Sum	Spr 2	

						2			
	<ul style="list-style-type: none"> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul>	R20	Sum 1	Spr 2	R29, H45	Aut 2	Aut 2 Sum 2	Spr 2	Aut 1 & 2
	<ul style="list-style-type: none"> <li>where to get advice e.g. family, school and/or other sources.</li> </ul>	R20	Sum 1	Spr 2	R29	Aut 2	Aut 2 Sum 2	Spr 2	

Health Education **non-statutory**

	By the end of primary school: Pupils should know:	PSHE Ass PoS KS1	Y1	Y2	PSHE Ass PoS KS2	Y3	Y4	Y5	Y6
Changing adolescent body	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from the age 9 through to age 11, including physical and emotional changes.</li> </ul>	H25, H26	Aut 1 & Sum 2		H30, H31, H32, H34	Aut 2	Spr 2	Sum 1	Sum 1 & 2
	<ul style="list-style-type: none"> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>				H30, H31	Aut 2	Spr 2		Sum 1 & 2

Appendix 4: Parent form: withdrawal from **sex education** within RHSE

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	