



Streatham Wells Primary School

Relationship and sex education policy

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

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

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)

- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Please refer to our funding agreement and articles of association for more information.

At Streatham Wells we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to read, comment and give feedback on the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

For the purpose of this policy:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

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

5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request.

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).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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, kind relationships
- Online safety and awareness
- Being safe

Primary sex education will focus on:

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

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

Pupils are assessed through discussions and written work - as and when appropriate.

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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other

structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
 - Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
 - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
 - Review any case-study materials and look for feedback from other people the agency has worked with
 - Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
 - Ask to see in advance any materials that the agency may use
 - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
 - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
 - Check the agency's protocol for taking pictures or using any personal data they might get from a session
 - Remind teachers that they can say "no" or, in extreme cases, stop a session
 - Make sure that the teacher is in the room during any sessions with external speakers
 - Inform all external organisations that the school is legally obliged to share all content with parents and carers
 - Share all external materials with parents and carers
- We **won't**, under any circumstances:
- Work with external agencies that take or promote extreme political positions
 - Use materials produced by such agencies, even if the material itself is not extreme
 - Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The governing board will hold the headteacher to account for the implementation of this policy. The governing board has delegated the approval of this policy to the Headteacher.

8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Sarah Wordlaw

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

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE.

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

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

10. Training

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

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

11. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher and PSHE Lead through:

- Planning scrutinies
- Learning walks
- Pupil voice

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

This policy will be reviewed by Headteacher, annually. At every review, the policy will be approved by the Headteacher and governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Nursery			
	A Unique Child What a child might be doing:	Positive Relationships What adults might do	Enabling Environments What adults might provide
Birth to 5 Matters: Making Relationships Range 5	- Seeks out companionship with adults and other children, sharing experiences and play ideas - Uses their experiences of adult behaviours to guide their social relationships and interactions - Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it - Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers - Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play	- Continue to provide children with a secure base for them to return to and to explore from by being available if needed - Offer a warm and consistent presence, spending time playing and being with children in 1:1 and small groups as well as in the whole group - Show that you keep children "in mind" by referring to things you have noticed in their play or something that reminded you of them in some way - Model key skills of empathy, negotiation, compromise and positive assertion when playing with children and in your everyday interactions - Provide positive feedback during play, noticing and acknowledging children's thoughtfulness towards each other	- Provide stability in staffing, key person relationships and in grouping of the children - Plan opportunities for children to spend time with their key person, individually and in small groups - Create opportunities for children to get to know everyone in the group - Plan the environment to create spaces for children to play alone, alongside or with others as they choose - Provide time, space and open-ended materials for children to collaborate with one another in different ways, for example, in block play
Birth to 5 Matters: Making Relationships Range 6	Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others - Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking - Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours - Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support - Returns to the	- Support young children's efforts to join in with others' play and inviting others into their play - Use different resources such as social stories and Persona Dolls to help children to develop strategies for building and maintaining relationships - Offer calm and considered support for children as they experience conflict with their peers - Use a problem-solving approach; You are fighting because you both want the blue bike, what can we do about this? - Pause before intervening in children's arguments to allow children time resolve issues if they can - Recognise and respect children's particular friendships - Notice and celebrate young children's valuable contributions to their relationships with others, e.g. to younger children, new children or new practitioners - Shy children or some with social and emotional difficulties may be anxious when interacting	- Provide play activities that encourage cooperation and collaboration, such as parachute activities and ring games - Choose books, puppets, and dolls and small world play that help children explore their ideas about friends and friendship and to talk about feelings, e.g. someone saying, You can't play - For young children who are finding it hard to make relationships in the group, develop other situations such as a forest school activity or a creative arts project that may be more encouraging

	secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations • Is proactive in seeking adult support and able to articulate their wants and needs • Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship	with peers. One-to-one or smaller group encounters in a familiar, cosy space can help a child to build confidence.	
Birth to 5 Matters: Sense of Self Range 5	• Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support • Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations • Is proactive in seeking adult support and able to articulate their wants and needs • Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship	Celebrate each child's uniqueness by openly talking with them about their individual characteristics and their similarities and differences with others in a positive way. • Value difference through showing genuine interest in and valuing all children's contributions through listening carefully and providing opportunities for children to be fully themselves. • Offer extra support to children in new situations or when they are feeling anxious or insecure. • Talk to children about choices they make and help them understand that this may mean that they cannot do something else. • Show trust in young children's abilities by showing them how to use and care for materials, letting them try and noticing when they need help; offering but not taking over. • Be aware of and respond to the particular needs of children who are learning English as an additional language. • Engage with children in exploring and talking about what they are doing, valuing their ideas and ways of doing things. • Offer help with activities when asked but not before and see struggle and mistakes as important parts of learning. • Intervene when children need help and validation of feelings in difficult situations, such as prejudice or unkindness. • Use books, stories and Persona Dolls to engage children in thinking about difference, unfairness, prejudice and discrimination. • Notice and appreciate young children's efforts not just their achievements, encouraging their inner motivation rather than working just for your approval or a sticker. • Listen carefully to young children. Take their ideas and opinions into account and involve them in making	• Involve parents in their children's learning and learn about each child's home culture from them. • Plan regular opportunities for children to talk to their small group about something they are interested in or have done. • Include mirrors and photographs of the children and their families and friends in the environment. • Reflect children's socio-cultural and ethnic backgrounds and those of the wider community in the environment, play opportunities and resources. • Give time for children to pursue their play and learning without interruption, to complete activities such as role play, construction, building dens and painting to their satisfaction, and to return to their activities if they wish. • Provide experiences and activities that are challenging but achievable. • Provide a role-play area resourced with materials reflecting children's family lives and communities. Consider including resources reflecting lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos. • Involve children in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions. • Provide books, stories, songs, music and other cultural artefacts that are drawn from a wide range of traditions and styles. • Provide and engage with CPD to extend practitioner's awareness of anti-bias practice.
Birth to 5 Matters: Sense of Self Range 6	• Recognises that they belong to different communities and social groups and communicates freely about own home and community • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination • Shows confidence in speaking to others about their own needs,		

	wants, interests and opinions in familiar group • Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms • Has a clear idea about what they want to do in their play and how they want to go about it • Shows confidence in choosing resources and perseverance in carrying out a chosen activity	decisions about daily events. • Young children with disabilities or learning difficulties may need additional support in making choices and decisions and being autonomous.	
Birth to 5 Matters: Understanding emotions Range 5	Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt • May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants • Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions	Create a listening culture and atmosphere which is calm and caring, where young children feel able to express their emotions • Model caring responses and comforting or helping behaviours in your interactions with all children. • Name and talk about a wide range of feelings and make it clear that all feelings are understandable and acceptable. Put children's feelings into words for them: It looks like you're cross about that. • Model how you manage your own feelings, e.g. I'm feeling a bit angry and I need to calm down, so I'm going to... • Help children to recognise when their actions hurt others. Do not expect children to say sorry before they have a real understanding of what this means. Instead help them to suggest solutions to a conflict when they are emotionally ready. • Be emotionally available to young children when they need to "emotionally refuel" to help them to cope with difficult situations, conflict and difficult emotions. • Ask children for their ideas on what might make people feel better when they are sad or cross. • Children with developmental differences such as Autism Spectrum Disorders may need additional support in developing empathy. Using role play opportunities, social stories and providing feedback can help a child to recognise their feelings of empathy. • Provide clear boundaries without being inflexible. • Discuss rules and fairness with young children and show positive appreciation of young children's pro-social behaviours of kindness and helpfulness for example.	Plan small group circle times when children can explore feelings, e.g. through stories. • Create familiar, predictable routines, including opportunities to help in appropriate tasks, e.g. setting the table or putting away toys. • Display a sequence of photographs to show the routines in the setting to support younger or new children and children with additional needs. • Provide photographs and books where emotions are being expressed to look at and talk about with children. • Use Persona Dolls to help children consider feelings, ways to help others feel better, and ways to manage conflicting opinions, be fair and get on with each other. • Provide a range of music, stories, open ended materials and play opportunities, play props and resources to support young children in exploring and making sense of feelings such as fear, anxiety and anger. • Offer environments that include stimulating and challenging spaces but also calm and comfortable spaces. • Set, explain and maintain clear, reasonable and consistent boundaries so that children can feel safe and secure in their play and other activities.

Birth to 5 Matters: Understanding emotions Range 6	• Seeks support, “emotional refuelling” and practical help in new or challenging situations. • Is aware of behavioural expectations and sensitive to ideas of justice and fairness • Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise	• Support children in recognising the consequences of behaviours and responses that make other children or adults feel upset and help them to repair this by finding new responses or behaviours. • Actively listen to children’s talk, play, body language and behaviours and think about what the child is telling you. • Make opportunities for children and adults to listen to each other and explain their thinking, feelings and actions as far as they are able. • Collaborate with children in creating rules and expectations within a group such as mutual respect, compromise, caring behaviours towards themselves, others and the environment. • Adopt a partnership approach with parents when discussing boundaries and expectations to maintain continuity for children.	• Use pictures, shared gestures or sign language to show young children and those with additional needs the expected behaviours. • Involve children in agreeing codes of behaviour and taking responsibility for implementing them. • Provide books with stories about characters that follow or break rules, and the effects of their behaviour on others. • Carefully prepare all children for any changes to their routine, particularly those with a SEN such as autism. • Have agreed procedures outlining how to respond to unexpected or unusual changes in children’s behaviour. • Share policies and practice on safeguarding procedure with parents/carers from the outset. • Provide and engage in CPD that supports practitioners understanding and response to children’s emotional difficulties and safeguarding concerns.
Early Learning Goals	• Begin to show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Begin to be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Begin to explain the reasons for rules, know right from wrong and try to behave accordingly; • Begin to manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. • Begin to work and play cooperatively and take turns with others; • Begin to form positive attachments to adults and friendships with peers; • To start to show sensitivity to their own and to others’ needs.		
Continuous provision	Family visitors/members of the community to talk to the children Circle times Home corner Restorative behaviour management Class texts reflective of all communities Understanding members of staff that encourage and support children’s natural self/talents		

Reception	
Early Learning Goals	

Personal, Social and Emotional Development Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Year 1

Topics

Topics	Mental Health <i>What am I feeling?</i>	Respect For All <i>What makes me unique?</i>	Citizenship <i>How do we keep safe?</i>	Relationships <i>What makes a good friend?</i>	Goals and Dreams <i>Why are goals important?</i>	RSE <i>How do we look after our bodies?</i>
Objectives	To recognise, name and deal with their feelings in a positive way; To learn about a range of different feelings and emotions To recognise, name and manage their feelings in a positive way To know how to recognise and talk about their emotions, including having a varied vocabulary of	To identify what make me unique Explore and identify my strengths and weaknesses To discuss and explore individuality in community To explore how kindness helps team goals To learn about the types bullying behaviour	To identify a safe adult, area and identify solutions to unsafe situations To understand that people and other living things have needs and responsibilities to meet them To work independently and in groups taking on different roles and collaborating towards common goals	To understand the value of friendships in making us feel happy and valued. To explore how people choose and make friends To understand the characteristics of different relationships	Know how to set and achieve simple goals Know how to work well with a partner Know how to identify that obstacles challenge their learning and affect meeting a goals Recognise things that they do well and explain how they learn best.	To discuss appropriate touching. To introduce the concept of growing and changing and understand that babies become children and then adults To know some differences physical differences between male and female babies

	words to use when talking about their own and others' feelings To know that mental wellbeing is a normal part of daily life, in the same way as physical health To know and understand the difference between the terms physical, emotional and mental		To understand why it is important to keep information and money safe To understand and recognise why rules and expectations are important To recognise choices they can make, and recognise the difference between right and wrong; To realise that people and other living things have needs, and that they have responsibilities to meet them; To understand that they belong to various groups and communities, such as family and school	To explore the difference between a positive and negative relationship To understand the importance of resolution in maintaining a friendship	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.	To understand why personal hygiene is important and how to keep our bodies clean. To know how to clean our teeth well. To learn how to get rid of germs by washing our hands and understand how germs spread infections and diseases. To learn about where vegetables and fruit grow To learn to make simple choices that improve our health and well-being To recognise which types of food are healthy To know how important regular exercise is and why it's good for our health. To understand how muscles work.
Key Vocab	Feelings Emotions Resilience Mindfulness	Bullying Kindness Strengths Weaknesses Unique	Right Wrong Expectation	Positive Negative Friend Resolution Friendship Respect	Proud Success Achievement Goal, Celebrate Dreams	clean, similar, different, family, boy, girl, male, female, private parts, penis, vagina, healthy, germs, meat, vegetables, muscle, exercise

Year 2

Topics

	Mental Health <i>What is mental health?</i>	Respect For All <i>How can I show respect?</i>	Citizenship <i>How can we protect ourselves from harm?</i>	Relationships <i>Are all families the same?</i>	Dreams and Goals <i>Is having a dream really that important?</i>	RSE <i>How will we change as we grow up?</i>
Objectives	To recognise names of emotions and methods of coping with them. To know how to make simple choices that improve their health and wellbeing; To learn about making positive choices and how they can lead to happiness To recognise, name and manage their feelings in a positive way To develop strategies on how to become self-aware of motions To understand the value and importance of physical and mental health /To know and understand the difference between the terms physical, emotional and mental	Identify what is respect and how can we show respect to our community including the environment Understand the importance and how to work collaboratively as a class. To identify and respect the differences and similarities between people. To understand the difference between impulsive and considered behaviour To identify bullying behaviours and solutions	To understand the value of money and importance of saving. Understand how democracy keeps us safe. Identify how to prevent harm by evaluating risks. To identify and understand the importance of safe handling of medicine. Identify the importance and ways to keep safe around medicine Identify solutions on how to keep safe online	To explore why family is important Evaluate family values and what a family is. To explore different family units and how they vary in our community To understand how relationships affect our wellbeing. To explore how a breakdown in a relationship can affect wellbeing.	To identify the difference between goals and dreams To understand how goals should be SMART. To understand that dreams can be big or small and change over time. To understand that individuals have varying dreams and aspirations for their own future. To understand what is an aspiration and how they are the first step towards achieving dreams. To set and understand how goals help us in achieving our long-term dreams.	To understand the importance of appropriate touch To identify and respect similarities and differences between genders To identify changes from young to old. To learn the names for different parts of the body To learn about how our needs change and grow as we develop To understand emotional changes as they grow up
Vocab	Empathy Self-care Coping Strategies Emotions Mental Health	Collaboratively Impulse Repeated Environment Tolerate Acceptance	Democracy Saving Risk Medicine	Family unit Wellbeing Community Secure safe	Goal SMART Target Dream Hope Achieve Progress	Consent Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vagina

Year 3

Topics						
	Mental Health How can we look after our mental health?	Respect For All How do we show respect to people who are different to us?	Citizenship Are all prescription drugs good for you?	Relationships What are the differences between online and face-to-face relationships?	Dreams and Goals Are some goals more important than others?	RSE How are we similar and different?
Objectives	To understand why setting goals is important To be able to distinguish between physical, emotional and mental health To know how to set realistic targets To understand the meaning of the word 'healthy' To identify and talk about their own and others' strengths and weaknesses and how to improve To know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing	To identify differences within our community and what makes me unique. To discuss and reflect on the importance of respect for those with differences. To understand what stereotypes are and how they affect society. To understand and appreciate the range of different cultures and religions represented within school To know how to recognise the difference between isolated hostile incidents and bullying	To understand that the internet is not always factual To establish rules for safe technology use and how to protect yourself online. To establish and differentiate the difference between drugs and medicine. To understand the effects drugs have on human bodies. To identify risks to self and develop strategies to decrease risks to harm To understand why financial management and planning is important from a young age	Identify features of a good friend. understand why it is important to be positive in relationships with others. To know how important friendships are in making us feel happy and secure, and how people choose and make friends To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded To know that people sometimes behave differently online, including by pretending to be someone they are not. To know 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.	To evaluate the difference between dreams, aspirations and goals and identify a dream/ambition that is important to me To understand that goals and aspirations are subjective and require different effort levels. To understand the importance of teamwork to achieve a common goal. To understand that taking responsibility and my strengths as a learner can achieve a goal or challenge To recognise obstacles which might hinder my achievement and take steps to overcome them	Consent 2: To understand the importance of permission when touching To explore the differences between male and female body parts. To name male and female body parts using agreed words and some basic functions. To identify basic changes during puberty and discuss and evaluate the need for puberty. To explore how puberty is linked to reproduction

Key Vocab	Self-esteem Mindfulness Emotions Resilience	Culture Stereotype Society Acceptance Tolerate community	Drugs Medicine Financial management factual	Excluded Anonymous Trust	Perseverance Determination Aspiration Inspiration Dream	carbohydrate, protein, fat, diet, nutrition,, similar, different, male, female, private parts, penis, testicles, vagina, womb, family, fostering, adoption, relationship
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Year 4						
Topics						
	Mental Health How can our mental health be affected?	Respect For All Do all groups in society feel respected?	Citizenship How can I keep my money safe?	Relationships Who can I trust?	Dreams and Goals What happens if I fail?	RSE What changes will we see as we grow up?
Objectives	Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	To understand the term consent and how it affects our actions. To know and understand the terms 'discrimination' and 'prejudice' Review terminology and groups this may affect.	To learn about and reflect on their own spending habits / choices To identify risks with money management and debt. Explore the impact of	To explore different types of trusting relationships Identify how a trusting relationship should make you feel	To understand that success is personal and varies from individual to individual. To understand that exploring different interests and passions helps shape our dreams and aspirations.	To evaluate "my body, my choice" To explore how the body changes during puberty.

	To be able to distinguish between physical, emotional and mental health Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn To know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices Identify the impact of positive and negative content online on their own and others' mental and physical wellbeing	Identify effective ways to challenge stereotypes relating to gender and work To understand the difference and importance of tolerance and acceptance for those of different faiths and beliefs To recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying	money and the lack of Explore the effects of cigarettes and alcohol Explore and discuss sensible use of drugs and alcohol Understand how software features and settings help keep safe.	To understand conflict is a part of life and how to resolve it. Explore and debate how conflict can be different in different relationships Explore avenues on when and where to seek help on relationships	To understand the importance of staying motivated, determined, and perseverance when faced with difficulties. To understand how, when and who to seek help from to achieve a goal. Case Study: To understand failure can be a tool to grow and move forward. To understand the importance of balancing dreams with responsibilities	To explore, describe and sequence the stages of the human lifecycle To explain how the body physically changes as we grow.
Key Vocab	Mental Health Emotions Well-being Self-esteem Stigma	Consent Stereotype Inclusion Diversity Prejudice Gender	Debt Management	Conflict Resolution	Perseverance Success Belief Determination Goal Motivation	Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings

Year 5

Topics

	Mental Health <i>What can we do to improve mental health?</i>	Respect For All Does society treat everyone with equal respect?	Citizenship Is social media always positive?	Relationships What makes a healthy family unit?	Dreams and Goals How does self-esteem affect your future?	RSE What changes can we expect during puberty?
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Objectives	To take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle To know that mental wellbeing is a normal part of daily life, in the same way as physical health To know about the basic synergy between physical, emotional and mental health To develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures To know how and when to seek support including which adults to speak to in school if you are worried about your health To understand the importance of making change in adopting a more healthy lifestyle;	To understand the term consent and know the difference between appropriate and inappropriate touches To understand the benefits of living in a diverse community and learn to celebrate diversity To understand what racism is and understand the difference between "not racist" and "anti-racism" To learn about types of discrimination and its impact on societies, past and present To understand the nature and consequences of negative behaviours such as bullying, aggressiveness	Explore issues related to harmful substances. Explore stereotypes of drug and alcohol use. To learn about budgeting and what it means to budget To explore the reliability of material online To explore what appropriate content is online and how this affects what we share. To debate the usage and restrictions of social media.	To explore different types of family units and understand these differ Explore the value of having family Explore and debate the pros/cons of different family units Explore marriage and understand why people make the choice Explore how stereotypes may affect relationships	To identify the need for SMART targets. (Specific, Measurable, Achievable, Relevant, Time-Bound) goals and the importance of maintaining mindset when achieving a goal. Identify how self-esteem and well being affects smart targets Identify personal support structures available, including family, friends, and teachers. Case Study: Identify individuals who have overcome adversity to achieve a goal. Project Base: Who am I? Children reflect on personal strengths, interests, and hobbies to identify dreams and aspirations to create a piece of artwork in a choice of medium.	To understand the concept of consent and its importance - To understand how puberty affects the reproductive organs To explain the main physical and emotional changes that happen during puberty in detail and how these differ for each gender. (Menstruation and wet dreams) To explore the emotional and physical changes occurring in puberty To explore the impact of puberty on the body and the importance of physical hygiene To describe how to manage physical and emotional changes
Key Vocab	Well-being Coping Strategies Self-care Stigma Adaptable	Discrimination Empathy Diversity Prejudice Equality consent Respect: Inclusive	Budget Appropriate content	Diversity Marriage Unit Discrimination	Career Aspiration Overcome Adversity Self esteem SMART	Puberty, physical; changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair

Year 6

Topics						
	Mental Health <i>How does society stigmatise mental health?</i>	Respect For All <i>How does respect drive change?</i>	Citizenship <i>How can we safeguard ourselves outside of school?</i>	Relationships <i>What does a healthy relationship look like?</i>	Dreams and Goals <i>What are my options when I leave school?</i>	RSE
Objectives	To know that mental wellbeing is a normal part of daily life, in the same way as physical health To know about the basic synergy between physical, emotional and mental health To understand the importance of making change in adopting a more healthy lifestyle To develop strategies for dealing with negative pressures and poor mental health To identify self mental health strategies To identify the changing ideology of mental health	To identify, discuss and recognise types of consent. To evaluate the effects of living in a diverse community. To understand how privilege and power affect society, Identify individuals and methods to challenge discrimination and racism. Stand up/ speak out- Anti Bullying focus - Short presentation in assembly by children in Wk 5/6	To understand how stereotypes and misogyny affect society and groups of individuals. Understand and explore how to deal with different types of influences and pressures. Explore different avenues to obtaining money and how these affect your financial profile. Explore and challenge how drugs and alcohol are presented in the media. To understand the term 'anarchy' and understand the implications of living in an anarchic society Explore how social media affects our mental health and actions. To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	To understand what we mean by respect and its value in relationships To explore values of a healthy relationship To understand that respect is two-way and how we treat others is how we can expect to be treated To explore other people's attitudes and ideas and to begin to challenge these respectfully To understand the importance of resolution in disputes and conflict through negotiation and compromise To begin to understand the process and emotions relating to grief	To understand the need for work ethic and the importance it plays with obstacles To recognise personal dreams and aspirations and understand that they may change over time. To understand the importance of having dreams and aspirations as driving forces in life. To identify different career choices and pathways and aspirations such as academic, career, personal, or creative aspirations. Understand that dreams and aspirations should be pursued ethically and respectably. To set personal goals and map routes to achieve them	To explore different types of consent and how they relate to law Explore the relationship between puberty and reproduction. To describe how and why the body changes during puberty in preparation for reproduction To know some basic facts about conception and pregnancy To describe the decisions that have to be made before having a baby To consider physical and emotional behaviour in relationships/To discuss different types of adult relationships with confidence

			To know how information and data is shared and used online.			
Key Vocab	Coping Strategies Stigma Depression Anxiety Self-esteem Mindfulness Resilience Mental Health	Tolerance Inclusion Prejudice Stereotype Discrimination Empathy Diversity Consent Equality	Misogyny Anarchy Financial profile	Grief Disputes Negotiation Compromise	Aspiration Motivation Deterrence Career Pathway + Ethical	Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

TOPIC	PUPILS SHOULD KNOW
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed
Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources

Appendix 3

Parent/carer form requesting their child's withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS

Name of child	Class
Name of parent/carer	Date
Reason for withdrawing from sex education within relationships and sex education	
Any other information you would like the school to consider	
Parent/carer signature	TO BE COMPLETED BY THE SCHOOL Agreed actions from discussion with parents/carers Include notes from discussions with parents/carers and agreed actions taken. E.g: 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

