



**ST. ANNE'S C.E.(VC) PRIMARY SCHOOL**



**RELATIONSHIPS EDUCATION POLICY**

**'Together with God, Making Learning a Life Long Friend'**

Approved:	29.4.2024
Review Date:	31.08.2025

At St Anne's Church of England Primary School, we believe that every child is unique and special and valued by God.

**Our Vision**

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Our motto and values are built on the pillars of our inclusive Christian ethos and underlying principles of St Anne's Primary School.

*Together with God, Making Learning a Life-Long Friend*

Start children off on the way they should go and even when they are old they will not turn from it. (Proverbs 22:6)

**1. Aims and Principles**

Our Christian values underpin our ethos; every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other. Wherever possible we make close links between our values, worship and RSE curriculum.

Our school is committed to serving its community and surrounding areas. We recognise the multi-cultural, multi faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them. At our school we embrace the British Values of: Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs.

We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The aims of relationships and sex education (RSE) at St Anne's C.E. Primary School are to:

- To understand about the range of relationships, including the importance of family for the care and support of children and one another
- To have the confidence and self-esteem to value themselves and others; helping pupils develop feelings of self-respect, confidence and empathy
- To develop confidence in talking, listening and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To understand the consequences of their actions and behave responsibly within relationships
- Create a positive culture around issues of sexuality and relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand the role, the media plays in forming attitudes
- To understand how safe routines can reduce the spread of viruses

These aims also compliment those of the Science curriculum in KS1 and KS2. (Appendix 4)

We recognise that Relationships and Sex Education is a highly sensitive subject but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain healthy relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

As a Church of England school, we will teach within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation. Whilst we use relationships and sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education and RSE is taught in a way to ensure that there is no stigmatisation of children based on their home/personal circumstances.

Our RSE teaching and learning is set within a context that is consistent with the school's Christian ethos and values:

- It is based on inclusive Christian principles and values
- It is taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- It reflects that sex is a gift from God: a human longing for an intimate union.
- It is sensitive to the circumstances of all children and is mindful of the expressions of family life in our culture, yet it should also uphold the Church of England values regarding relationships and marriage.
- Issues regarding human sexuality should be addressed sensitively.
- The exploration of reproduction and sexual behaviour within the science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

## **2. Statutory requirements**

St Anne's C.E. Primary School is a maintained primary school (through Staffordshire Local Education Authority) and **we must provide relationships education** to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. (see appendix 4)

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

At St Anne's C.E. Primary School we teach RSE as set out in this policy.

## **3. Policy development**

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

- The RSE Leadership Team consisting of the P.S.H.E. lead, R.E. lead, Science lead and Headteacher consulted all relevant information including relevant national and local guidance
- Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
- Parent/carers engagement meeting - parents and any interested parties were invited to attend a meeting about the policy. The schools' Parent forum were also engaged in the creation of this policy.
- Ratification - once amendments were made, the policy was shared with governors and ratified

## **4. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

## **5. Curriculum**

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

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Whilst Primary sex education is not compulsory in primary schools, St Anne's C.E. Primary School has decided to provide some additional content on sex education (see Appendix 2) to meet the needs of our pupils.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings

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

## **6. Delivery of RSE**

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

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

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

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

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

## **7. Roles and responsibilities**

### **7.1 The governing board**

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

### **7.2 The Headteacher**

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

### **7.3 Staff**

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher. All staff have received training on the delivery and more training is accessible should staff feel that it is appropriate.

The members of staff responsible for leading RSE at St Anne's C.E. Primary School is Miss Hannah Buckley and Mr Edward Hobson.

The governor with a responsibility for RSE at St Anne's C.E. Primary School is Mrs Rachel Orbell.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

#### **7.4 Pupils**

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

#### **7.5 The Role of Other Members of the Community**

The school liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Health professionals are expected to work within the school's RSE policy and on the instructions of Headteacher.

All sessions run by a visiting speaker should also be attended by a teacher familiar with the policy.

### **8. Parents' Right To Withdraw**

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

In promoting this objective, we:

- inform parents about the school's relationships and sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that we hope parents and carers

give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

**Parents do not have the right to withdraw their children from relationships education.** Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE. These aspects can be found within the overview in Appendix 2. Requests for withdrawal should be put in writing using the form found in Appendix 5 of this policy and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Whenever more sensitive or specific aspects of this work are covered it is important to notify parents and carers. Many are comfortable with the school taking the lead on planned learning, but want to be prepared to answer their children's subsequent questions or simply talk together about their children's learning. Whenever more sensitive or specific aspects of this work are covered it is important to notify parents and carers. We will notify parents when particular aspects of sex education will be taught.

## **9. Confidentiality**

Sex education lessons will be taught in a sensitive manner by a qualified teacher. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection, or the Head Teacher.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process.

## **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, to provide support and training to staff teaching RSE.

### **11. Special Needs**

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

### **12. Equal Opportunities**

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

### **13. Monitoring arrangements**

The delivery of RSE is monitored by Miss Hannah Buckley (PSHE lead) and Mr Edward Hobson (Headteacher) through:

planning scrutinies; learning walks; pupil voice discussions; work scrutinies as in line with the St Anne's School Improvement Timeline.

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

This policy will be reviewed by Mr Edward Hobson annually. At every review, the policy will be approved by St Anne's C.E. Primary School Governing Body

### **Further Policies**

In conjunction with this policy, please also see:

- Behaviour Policy
- Safeguarding Policy
- Anti-bullying Policy
- Confidentiality procedures
- Science Policy
- P.E. Policy
- R.E. Policy
- P.S.H.E. Policy
- Drugs Policy



## **Appendix 1: Curriculum Overview**

St Anne's C.E Primary School has chosen the Entrust Scheme of Work to help meet its needs for the RSE curriculum. This scheme came about as a result of requests from schools to draw together best practice guidance in PSHE education and Citizenship. The scheme is divided up into year groups and six topic areas are covered each year.

The six topics are: -

- Me and my School
- Me and my Relationships
- Happy and Healthy Me
- Me and my Safety
- Me and Other People
- Me in the World

In order to teach appropriate PSHE education it is highly recommended that this Scheme of Work is used as a basis for planning and that lessons are adapted to suit the needs of the children in your school. When the Scheme of work is first introduced it may be necessary to use activities from a lower year group.

The Scheme of Work was originally written before the statutory implementation of Relationships Education and Health Education. In the light of this the Scheme has been reviewed and updated. Links to the new guidance are included in all the relevant units and an overview map is included below. Where areas previously included in the scheme are not part of the statutory guidance reference is made to the previous National Curriculum. These areas are still considered to be good practice to teach and will support children's personal development and contribute to the other statutory areas outlined above such as Prevent.

## St Anne's C.E. Primary School Curriculum Overview

	Me and My School	Happy and Healthy Me	Me in the World	Me and My Safety	Me and My relationships	Me and Other People
<b>Foundation Stage Reception</b>	<b>Getting to know my school</b> <ul style="list-style-type: none"> <li>Who is in my class</li> <li>Adults in school</li> <li>My classroom</li> <li>The school building</li> </ul>	<ul style="list-style-type: none"> <li>Hand washing</li> <li>Healthy eating</li> <li>Teeth</li> <li>Medicines</li> <li>Being happy</li> </ul>	<b>Transition</b> <ul style="list-style-type: none"> <li>School Council</li> <li>New experiences in year 1</li> <li>Summer holidays including safety in the wider world</li> </ul>	<ul style="list-style-type: none"> <li>Safety in the classroom</li> <li>Safety in school</li> <li>Safety in the playground</li> <li>People who help us keep safe</li> </ul>	<ul style="list-style-type: none"> <li>Being a good friend</li> <li>Who is in my family</li> <li>Different types of family</li> </ul>	<ul style="list-style-type: none"> <li>Celebrating special events</li> <li>Same and different</li> </ul>
	<b>Autumn 1</b>	<b>Spring 2</b>	<b>Summer 2</b>	<b>Spring 1</b>	<b>Autumn 2</b>	<b>Summer 1</b>
<b>Key Stage 1 Year 1</b>	<b>Class rules</b> <b>School Council</b> <ul style="list-style-type: none"> <li>Making choices</li> <li>Compromise</li> <li>Skills of a representative</li> <li>Own skills in relation to School Council</li> <li>Class meetings</li> </ul>	<b>My body</b> <ul style="list-style-type: none"> <li>Parts of the body</li> <li>Changing needs</li> <li>Influences on health and wellbeing</li> <li>Likes and dislikes</li> <li>Consequences of choices</li> <li>Emotional health</li> </ul>	<b>Pets and animals</b> <ul style="list-style-type: none"> <li>Likes and dislikes</li> <li>Right and wrong</li> <li>Needs of animals</li> <li>Fair and unfair</li> <li>Human needs</li> </ul>	<ul style="list-style-type: none"> <li>Medicines</li> <li>Identifying risks and ways to stop accidents happening</li> <li>People who help us</li> <li>Road safety - keeping safe near the road and in the car</li> </ul>	<ul style="list-style-type: none"> <li>Valuing themselves</li> <li>Family - different types</li> <li>Friendship skills</li> <li>Good and bad friendships</li> <li>Making choices</li> </ul>	<ul style="list-style-type: none"> <li>My identity</li> <li>Groups belong to</li> <li>Bullying</li> </ul>
<b>Year 2</b>	<b>Class rules</b> <ul style="list-style-type: none"> <li>why have rules</li> </ul> <b>School Council</b> <ul style="list-style-type: none"> <li>How it works</li> <li>Role of a representative</li> <li>Class council meeting</li> </ul> <b>Feelings</b> <ul style="list-style-type: none"> <li>Name feelings</li> <li>Dealing with feelings including negative ones</li> </ul>	<ul style="list-style-type: none"> <li>Body parts</li> <li>Personal hygiene</li> <li>Spread of germs and diseases</li> <li>Balanced diet</li> <li>Healthy lunchbox</li> </ul>	<b>Local area</b> <ul style="list-style-type: none"> <li>Positive and negatives of the local area</li> <li>Discussion</li> <li>Role in improving area</li> </ul> <b>Money</b> <ul style="list-style-type: none"> <li>Sources of money</li> <li>Uses of money</li> <li>Keeping money safe</li> <li>Making choices</li> </ul>	<b>Safe and unsafe: -</b> <ul style="list-style-type: none"> <li>Things e.g. medicines and household substances</li> <li>Places e.g. roads</li> <li>People i.e. safe and unsafe touches, feeling comfortable/uncomfortable, secrets and surprises</li> </ul>	<ul style="list-style-type: none"> <li>Working together</li> <li>Behaviour and impact on others</li> <li>Resolving conflict</li> <li>Teasing and bullying</li> <li>Changing relationships</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences between boys and girls</li> <li>Different types of families</li> <li>Race and religion</li> </ul>

	Me and My School	Happy and Healthy Me	Me in the World	Me and My Safety	Me and My relationships	Me and Other People
<b>Key Stage 2</b> <b>Year 3</b>	<ul style="list-style-type: none"> <li>Class rules</li> <li>New challenges</li> <li>Valuing themselves</li> <li>School Council</li> </ul>	<ul style="list-style-type: none"> <li>Balanced diet</li> <li>Impact of healthy diet</li> <li>Making choices</li> </ul>	<ul style="list-style-type: none"> <li>Managing money</li> <li>Good value</li> <li>Resource allocation</li> </ul>	<ul style="list-style-type: none"> <li>What is risk</li> <li>Road Safety</li> <li>Pressure</li> <li>Safe and unsafe touches</li> </ul>	<ul style="list-style-type: none"> <li>Differences between boys and girls (physical, emotional and social)</li> <li>Families</li> <li>Choices</li> <li>Friendships</li> <li>Arguments</li> <li>Choices and influences</li> </ul>	<ul style="list-style-type: none"> <li>My identity</li> <li>My community - school and local</li> <li>Similarities and differences in community</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Class rules</li> <li>Role of School Council rep</li> <li>Jobs on the School Council</li> <li>Class council</li> <li>My strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>What keeps me healthy?</li> <li>What can make me ill - bacteria and viruses</li> <li>Drugs - medicines and Tobacco</li> <li>Good and bad habits</li> </ul>	<ul style="list-style-type: none"> <li>Rights and responsibilities</li> <li>Rights of the Child</li> <li>Jobs and duties</li> </ul>	<ul style="list-style-type: none"> <li>Safety in school</li> <li>Responsibilities for my safety and the safety of others</li> <li>E safety</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles in animals</li> <li>Changes experienced</li> <li>Introduction to puberty</li> <li>Feelings and emotions</li> <li>Good and bad touches</li> <li>Private parts</li> <li>Scenarios around physical contact</li> <li>Bad secrets</li> <li>Loss</li> <li>Violence in relationships</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences</li> <li>Communities including Britain</li> <li>Respect and tolerance</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>My achievements</li> <li>My goals</li> <li>School Council rep</li> <li>Class rules</li> </ul>	<ul style="list-style-type: none"> <li>Physical health</li> <li>Emotional health</li> <li>What can affect our health including the media</li> <li>How will my body change as I grow up</li> </ul>	<ul style="list-style-type: none"> <li>How are laws made in the UK</li> <li>Parliament</li> <li>Public money</li> <li>Personal money - loans, debt and interest</li> </ul>	<ul style="list-style-type: none"> <li>When do I feel unsafe</li> <li>How can I deal with this</li> <li>Pressure including peer pressure</li> <li>Getting help</li> </ul>	<ul style="list-style-type: none"> <li>Changes in boys and girls</li> <li>Menstruation/Periods</li> <li>Realities and myths about periods</li> <li>Provision in school for periods</li> <li>Gender stereotypes</li> <li>Hygiene</li> <li>Relationships</li> <li>Love</li> <li>What makes a good partner?</li> <li>Unhealthy relationships</li> <li>Pressure</li> </ul>	<ul style="list-style-type: none"> <li>Identities in the UK</li> <li>Celebration of diversity</li> <li>Racism</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Class rules</li> <li>Opportunities and challenges of Y6</li> <li>School Council</li> <li>My contribution to my school</li> </ul>	<ul style="list-style-type: none"> <li>Internal sexual organs</li> <li>Menstruation</li> <li>Conception</li> <li>Gender stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Environment and Sustainability</li> <li>Pressure groups and charities</li> </ul>	<ul style="list-style-type: none"> <li>Drugs - solvents and alcohol</li> <li>Pressure related to drug use</li> <li>Strategies for making decisions and saying no</li> </ul>	<ul style="list-style-type: none"> <li>Changing friendships and relationships</li> </ul>	<ul style="list-style-type: none"> <li>Diverse nature of UK</li> <li>Life in other countries</li> <li>Stereotypes</li> <li>Challenging stereotypes</li> </ul>

## Appendix 2: RSE in the St Anne's C.E. Primary School (Entrust) Scheme of Work

This document summarises the main RSE content in the Entrust Scheme of Work.

This has also been mapped against the statutory guidance for relationships education (REd), health education (H Ed) the Science (Sc) national curriculum and those which might be considered Sex education (S Ed).

In Primary school's sex education is not statutory however within the guidance the Department for Education "continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born"

The Science National Curriculum for Year 1 requires schools to teach the names of external parts of the body. The Sex Education Forum recommends that this includes external genitalia. This is vital for safeguarding as it gives children the language to describe the private parts of their body and to seek help if they are abused. Within this scheme this vocabulary is introduced in Year 2 and St Anne's C.E. Primary School have decided to introduce in this year group.

Vocabulary and content which may be considered as sex education are highlighted in bold.

Within Year 5 and 6 vocabulary relating to the sexual body parts are part of the learning about puberty and the "changing adolescent body". These are part of the health education curriculum and therefore have to be taught to all children and there is no parental right to withdraw.

Year	Theme	Key concepts	Vocabulary	R Ed	H Ed	Sc	S Ed
FS	Me and my Relationships	Friends Families	Friend, like, sharing, caring, listening, understanding, fun, family, different, same, mum, dad, step mum, step dad, brother, sister, grandparent, auntie, uncle, cousin	Y			
1	Happy and Healthy Me	Parts of the body Changes from baby to adult What can we do now and what can we do in the future	Head, neck, shoulders, arms, hands, fingers, legs, feet, toes, face, eyes, nose, mouth, ears, teeth, hair, knee elbow, child, teenager, elderly, change, needs, grow and develop	Y		Y	
	Me and My Relationships	Types of families Special people Friends Making choices	Family, relationship, different, similar, respect, care, love, look after like, trust, share, listen, help, talk, kind, good friend and choice	Y			
2	Happy and Healthy Me	Parts of the body Germs and diseases	<b>Nipples, penis, testicles, (labelling parts of the body)</b> clean, dirty, hygiene, washing, infection, disease, germ, spread, catch, illness, stop, cover, nurse, doctor and pharmacist	Y	Y		Y
	Me and My Relationships	Getting on with others Dealing with conflict Teasing and bullying Changing relationships	Behaviour, affect, others, sharing, taking turns, helping, rules, fair, unfair, right, wrong, kind, unkind, special, change, loss, happy, sad, angry, remember, talk and share	Y			
	Me and My Safety	Keeping safe in relation to people Surprises and secrets	Safe, unsafe, comfortable, uncomfortable, acceptable, unacceptable, secret, surprise, tell, no and stop	Y			
	Me and Other People	Differences between boys and girls (not physical) Gender stereotypes Stonewall - Same Love Different Families	Boy, girl, male, female, family, same, different and similar	Y			

Year	Theme	Key concepts	Vocabulary	R Ed	H Ed	Sc	S Ed
3	Me and My Relationships	Differences between boys and girls (physical, emotional and social) Families Choices Friendships Arguments Choices and influences	Knee, elbow, shoulder, wrist, ankle, stomach, heart, lungs, brain, tongue <b>penis, testicles, vagina (labelling parts of the body)</b> male, female, boy, girl, changes, physical, emotional, social, teenager, family, parent, carer, partner, mum, dad, grandparents, step mum and step dad	Y	Y		Y
	Me and My Safety	Physical contact - acceptable and not acceptable Dealing with physical contact NSPCC PANTS resource	Acceptable, unacceptable, depends, worried, hurt, upset, tell, good secret, bad secret and surprise,	Y			
4	Happy and Healthy Me	Illness Spread of disease	Bacteria, virus, germs Ill, unwell, spread stop and hygiene		Y		
	Me and My Relationships	Life cycles in animals Changes experienced Introduction to puberty Feelings and emotions Good and bad touches Private parts Scenarios around physical contact Bad secrets Loss Violence in relationships	Life cycle, grow, change, mature, develop, puberty, body processes, inevitable, grow, bigger, taller, heavier, stronger, change, developing, feelings, emotions, moods, relationships, safe, unsafe, comfortable, uncomfortable, private, acceptable, unacceptable feelings, loss, separated, died, relief, regret, remember, support, share, violence, enemy and responsibility	Y	Y	Y	
	Me and My Safety	Hazards online including relationships on line	On line, passwords, personal information, CEOP button and secret	Y			

5	Me and My Relationships	<p>Changes in boys and girls</p> <p>Menstruation/Periods</p> <p>Realities and myths about periods</p> <p>Provision in school for periods</p> <p>Gender stereotypes</p> <p>Hygiene</p> <p>Relationships</p> <p>Love</p> <p>What makes a good partner?</p> <p>Unhealthy relationships</p> <p>Pressure</p>	<p>Puberty, menstruation (period), ovary, ovum, fallopian tubes, womb, vagina, labia, vulva, clitoris, breasts, monthly, sanitary towels, tampons, stereotype, gender, individuals, expectations, discrimination, change, personal hygiene, hormones, bacteria, sweat, perspire, greasy, odour, toiletries, relationships, love, partner, marry, marriage, secret, risk and responsibility</p>	Y	Y		
6	Me and My Relationships	<p>Concerns and worries</p> <p>NSPCC - In the Know</p>	<p>Puberty and feelings</p>		Y		
	Happy and Healthy Me	<p>Internal sexual organs</p> <p>Menstruation</p> <p>Gender stereotypes</p>	<p>Puberty, emotional, physical, social, compromise, negotiate, reproductive organs, cervix, bladder, scrotum, sperm duct, urethra, sperm, egg, womb, penis, vagina, hips, testicles, baby, periods, breasts and ovaries</p>	Y	Y	Y	

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

### Primary Relationships

TOPIC	PUPILS SHOULD KNOW
Families and people who care about 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><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><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><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><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><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>
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><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><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><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><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>
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><li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>• The conventions of courtesy and manners</li><li>• The importance of self-respect and how this links to their own happiness</li><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><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><li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li><li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li></ul>



TOPIC	PUPILS SHOULD KNOW
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> <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> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <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> <li>• How information and data is shared and used online</li> </ul>
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> <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> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

## Primary Health Education

TOPIC	PUPILS SHOULD KNOW
Mental well-being	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>• simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Internet safety and harms	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits</li> <li>• 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</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>• why social media, some computer games and online gaming, for example, are age restricted</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>• where and how to report concerns and get support with issues online</li> </ul>
Physical health and Fitness	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this, for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>
Healthy Eating	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories, and nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>
Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
Health and Prevention	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups to the dentist</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing</li> <li>• the facts and science relating to allergies, immunisation and vaccination</li> </ul>
Basic First Aid	<ul style="list-style-type: none"> <li>• know how to make a clear and efficient call to emergency services if necessary</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul>
Changing Adolescent Body	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>

#### **Appendix 4: Sex Education within the Science curriculum**

Year 5:

Describe the changes as humans develop to old age

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Describe the life process of reproduction in some plants and animals

learn about the changes experienced in puberty

find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals

#### **Appendix 5: Parent form: withdrawal from sex education within RSE**

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	