

Relationships and Sex Education policy (from 2020)

Heavers Farm and Selsdon Primary Schools



Approved by: Governing Board

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Contents

1. Aims.....	3
2. Statutory requirements.....	3
3. Policy development.....	3
4. Definition.....	4
5. Curriculum.....	4
6. Delivery of RSE.....	4
7. Roles and responsibilities.....	5
8. Parents' right to withdraw.....	5
9. Training.....	6
10. Monitoring arrangements.....	6
Appendix 1: Curriculum map.....	7
Appendix 2: By the end of primary school pupils should know.....	43
Appendix 3: Parent form: withdrawal from sex education within RSE.....	46

1. Aims

The aims of Relationships and Sex Education (RSE) in our schools are:

- To provide a framework in which sensitive discussions can take place
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To help pupils develop feelings of self-respect, confidence and empathy
- To create a positive culture around issues of sexuality and relationships
- To teach pupils the correct vocabulary to describe themselves and their bodies

We aim to provide a holistic education for all children. Every pupil will receive their full entitlement to RSE regardless of their educational ability, gender, race, disability, sexual orientation, ethnicity or faith. We aim to support children in their emotional, cultural, moral and social, as well as academic, development.

2. Statutory Requirements

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

We are not required to provide sex education beyond that taught within the National Curriculum for science.

When 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 Heavers Farm and Selsdon Primary Schools we teach RSE as set out in this policy, and in line with government requirements.

3. Policy Development

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

1. **Review** – a member of staff or working group collated all relevant information, including pertinent 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 share their views about the policy.
4. **Pupil consultation** – the schools offered pupils the chance to describe exactly what they want from their RSE curriculum.
5. **Ratification** – once the above amendments were made, governors reviewed and ratified the policy.

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 information sharing and exploring issues and values.

RSE is not about the promotion of or advocacy for any sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1, but may need to be adapted, as and when necessary.

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

RSE is divided into "sex education" and "relationships education".

Primary sex education focuses on:

- Preparing pupils for changes in adolescence
- How a baby is conceived and born

*More information about additional content in our sex education can be found under the **Intimate and sexual relationships, including sexual health** section of Appendix 2 on page 31.*

Primary 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

6. Delivery of RSE

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

In addition to the sex education covered in the science curriculum, we will be covering the content listed in the table appendix on page 43 and 45.

These areas of learning are taught within the context of family life. This learning does so whilst taking care to ensure that there is no stigmatisation of children based on their home circumstances (families in school can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, amongst many other family structures). Further, we must teach carefully and sensitively, considering 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 Governing Board

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

7.2 Headteacher

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

7.3 Staff

Staff are responsible for:

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

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

Teaching staff are responsible for teaching RSE at Heavers Farm and Selsdon Primary Schools.

7.4 Pupils

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

8. Parents' Right to Withdraw

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

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Unless expressly in writing to the headteacher, we will not consider any child withdrawn from any aspect of RSE.

Alternative work will be provided for pupils who are withdrawn from sex education.

9. Training

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

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

10. Monitoring Arrangements

The delivery of RSE is monitored by the Senior Leadership Team through:

- Planning and work scrutiny
- Learning walks
- Lesson observations

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

This policy will be continuously reviewed by Jo Read, Deputy Executive Headteacher. At each review, the policy will be approved by the governing board.

Appendix 1: Relationships and Sex Education Curriculum Map

Where resources have been included, these are examples. Additional resources may be used in any of these cases, but will not deviate from the content of the curriculum.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Autumn 1	<p>Whole School Theme: Black History</p> <p>Respectful relationships</p> <ul style="list-style-type: none"> • Respect for self and others and the importance of responsible behaviours and actions. (PSHE curriculum) • The importance of self-respect and how this links to their own happiness. • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • That people and other living things have needs and that they have responsibilities to meet them. (PSHE curriculum) • By developing an awareness of and responding to others' needs and wants (PSHE curriculum) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. <p>Caring friendships</p> <ul style="list-style-type: none"> • How to contribute to the life of the classroom. (PSHE curriculum) • To help construct, and agree to follow, group and class rules and to understand how these rules help them. (PSHE curriculum) <p>Online relationships</p> <ul style="list-style-type: none"> • To know who to talk to when they are unsure on the internet and other online technologies. (Computing curriculum) • That people sometimes behave differently online, including by pretending to be someone they are not <p>Resources</p> <ul style="list-style-type: none"> • Sesame Street: I Am Special with Grover: https://www.youtube.com/watch?v=Gms-Yk7mzv4

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Autumn 2	<p>Whole School Theme: <i>Disability Awareness</i></p> <p>Being Safe</p> <ul style="list-style-type: none"> • How to maintain physical, emotional health and wellbeing. (PSHE curriculum) • The change and loss and the associated feelings (including moving home, losing toys, pets or friends). (PSHE curriculum) • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard <p>Respectful relationships</p> <ul style="list-style-type: none"> • How to develop and maintain a variety of healthy relationships. (PSHE curriculum) • To communicate their feelings to others, to recognise how others show feelings and how to respond. (PSHE curriculum) • The importance of permission-seeking and giving in relationships with friends, peers and adults <p>Caring friendships</p> <ul style="list-style-type: none"> • To listen to other people and play and work cooperatively (included strategies to resolve simple arguments through negotiation). (PSHE curriculum) • How important friendships are in making us feel happy and secure, and how people choose and make friends <p>Families and people who care about me</p> <ul style="list-style-type: none"> • The process of growing from young to old and how people's need change. (PSHE curriculum) • That families are important for children growing up because they can give love, security and stability. <p>Online relationships</p> <ul style="list-style-type: none"> • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous <p>Resources</p> <ul style="list-style-type: none"> • Giraffes Can't Dance book: https://www.youtube.com/watch?v=vZisLK5vwNU

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Spring 1	<p>Whole School Theme: <i>Mindfulness and Mental Health Awareness</i></p> <p>Families and people who care about me</p> <ul style="list-style-type: none"> • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care <p>Being Safe</p> <ul style="list-style-type: none"> • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources <p>Caring friendships</p> <ul style="list-style-type: none"> • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded <p>Respectful relationships</p> <ul style="list-style-type: none"> • To identify and respect the differences and similarities between people. (PSHE curriculum) • How to recognise and manage emotions within a range of relationships. (PSHE curriculum) • That people's bodies and feelings can be hurt (including what makes them comfortable and uncomfortable). (PSHE curriculum) <p>Online relationships</p> <ul style="list-style-type: none"> • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Spring 2	<p>Whole School Theme: <i>Women's History</i></p> <p>Families and people who care about me</p> <ul style="list-style-type: none"> • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up <p>Caring friendships</p> <ul style="list-style-type: none"> • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed <p>Respectful relationships</p> <ul style="list-style-type: none"> • How to recognise and manage emotions within a range of relationships. (PSHE curriculum) <p>Being safe</p> <ul style="list-style-type: none"> • Identify good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. (PSHE curriculum) • To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. (PSHE curriculum) • 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

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Summer 1	<p>Whole School Theme: <i>The Environment</i></p> <p>Being Safe</p> <ul style="list-style-type: none"> • How to maintain physical, emotional health and wellbeing. (PSHE curriculum) • How to respond in an emergency. (PSHE curriculum) • To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. (PSHE curriculum) • To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. (PSHE curriculum) • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Summer 2	<p>Whole School Theme: LGBTQ+ History</p> <p>Respectful relationships</p> <ul style="list-style-type: none"> About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help <p>Families and people who care about me</p> <ul style="list-style-type: none"> How to recognise and respond to risky or negative relationships. (PSHE curriculum) That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong 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 How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed <p>Being safe</p> <ul style="list-style-type: none"> The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises. (PSHE curriculum) To know people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them. (PSHE curriculum) What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. (PSHE curriculum) <p>Resources</p> <ul style="list-style-type: none"> Story bag containing pictures of newborn babies Lifecycle picture cards, word cards and whiteboard summary NSPCC PANTS programme <ul style="list-style-type: none"> Who to talk to; ways of keeping physically and emotionally safe; how to make informed choices about health and wellbeing; how to recognise sources of help Good To Be Me by Sing Up sing along: https://www.youtube.com/watch?v=iqmU0b65WCU What is a family video: https://www.youtube.com/watch?v=NC2ytiqDQAU We Are A Family song: https://www.youtube.com/watch?v=C7exGJQcRhk Suggested reading: Happy Families by Allan Ahlberg, Who's in a Family? By Robert Skutch

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 2	Autumn 1	<p>Whole School Theme: <i>Black History</i></p> <p>Families and people who care about me</p> <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability <p>Caring friendships</p> <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends <p>Being safe</p> <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) <p>Respectful relationships</p> <ul style="list-style-type: none"> • To recognise how their behaviour affects other people. (PSHE curriculum) • To recognise what is fair and unfair, kind and unkind, right and wrong. (PSHE curriculum) • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs <p>Resources</p> <ul style="list-style-type: none"> • What is a family video: https://www.youtube.com/watch?v=NC2ytiqDQAU • We Are A Family song: https://www.youtube.com/watch?v=C7exGJQcRhk • Suggested reading: Happy Families by Allan Ahlberg, Who's in a Family? By Robert Skutch

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 2	Autumn 2	<p>Whole School Theme: <i>Disability Awareness</i></p> <p>Families and people who care about me</p> <ul style="list-style-type: none"> The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives <p>Caring friendships</p> <ul style="list-style-type: none"> To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. (PSHE curriculum) The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties <p>Online relationships</p> <ul style="list-style-type: none"> That people sometimes behave differently online, including by pretending to be someone they are not <p>Respectful relationships</p> <ul style="list-style-type: none"> Know that there are different types of teasing and bullying, that these are wrong and unacceptable. (PSHE curriculum) How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. (PSHE curriculum) That they belong to various groups and communities such as family and school. (PSHE curriculum)

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 2	Spring 1	<p>Whole School Theme: <i>Mindfulness and Mental Health Awareness</i></p> <p>Being Safe</p> <ul style="list-style-type: none"> • To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) (PSHE curriculum) • Growing and changing and new opportunities and responsibilities that increasing independence may bring. (PSHE curriculum) • The names for the main parts of the body (including external genitalia). The similarities and differences between boys and girls. • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact <p>Families and people who care about me</p> <ul style="list-style-type: none"> • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care <p>Caring friendships</p> <ul style="list-style-type: none"> • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded <p>Respectful relationships</p> <ul style="list-style-type: none"> • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners <p>Online relationships</p> <ul style="list-style-type: none"> • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous <p>Resources</p> <ul style="list-style-type: none"> • The Smelly Book by Babette Cole • NSPCC PANTS programme – no means no.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 2	Spring 2	<p>Whole School Theme: Women's History</p> <p>Families and people who care about me</p> <ul style="list-style-type: none"> • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up <p>Online relationships</p> <ul style="list-style-type: none"> • Rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail, water and fire safety) (PSHE and Computing curriculum) • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them <p>Being Safe</p> <ul style="list-style-type: none"> • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources <p>Caring friendships</p> <ul style="list-style-type: none"> • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right <p>Respectful relationships</p> <ul style="list-style-type: none"> • To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'. (PSHE curriculum) • Anti- bullying focus (PSHE curriculum)

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 2	Summer 1	<p>Whole School Theme: <i>The Environment</i></p> <p>Being Safe</p> <ul style="list-style-type: none"> • How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others. (PSHE curriculum) • Know that household products, including medicines, can be harmful if not used properly. (PSHE curriculum) <p>Families and people who care about me</p> <ul style="list-style-type: none"> • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong <p>Caring friendships</p> <ul style="list-style-type: none"> • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed <p>Respectful relationships</p> <ul style="list-style-type: none"> • Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. (PSHE curriculum) • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 2	Summer 2	<p>Whole School Theme: LGBTQ+ History</p> <p>Families and people who care about me</p> <ul style="list-style-type: none"> • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed <p>Respectful relationships</p> <ul style="list-style-type: none"> • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults <p>Being Safe</p> <ul style="list-style-type: none"> • Know that money comes from different sources and can be used for different purpose, including the concepts of spending and saving. (PSHE curriculum) • Learn the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices. (PSHE curriculum) • What improves and harms their local, natural and built environments and about some of the ways people look after them. (PSHE curriculum) <p>Resources</p> <ul style="list-style-type: none"> • www.preventforschools.org

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 3	Autumn 1	<p>Whole School Theme: <i>Black History</i></p> <p>Families and people who care about me</p> <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives <p>Being Safe</p> <ul style="list-style-type: none"> • Ways of keeping physically, emotionally and mentally safe. (PSHE curriculum) • Recognising conflicting emotions and when you might need to listen to emotions or overcome them. (PSHE curriculum) <p>Caring friendships</p> <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends <p>Respectful relationships</p> <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs <p>Online relationships</p> <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 3	Autumn 2	<p>Whole School Theme: <i>Disability Awareness</i></p> <p>Being Safe</p> <ul style="list-style-type: none"> • Understanding why and how rules and laws that protect themselves and others are made and enforced. (PSHE curriculum) • Understanding why different rules are needed in different situations and how to take part in making and changing rules. (PSHE curriculum) • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact <p>Families and people who care about me</p> <ul style="list-style-type: none"> • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up <p>Caring friendships</p> <ul style="list-style-type: none"> • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties <p>Respectful relationships</p> <ul style="list-style-type: none"> • Understanding how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. (PSHE curriculum) • Understanding what being part of a community means, and about the varied institutions that support communities locally and nationally. (PSHE curriculum) • What a stereotype is, and how stereotypes can be unfair, negative or destructive <p>Online relationships</p> <ul style="list-style-type: none"> • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 3	Spring 1	<p>Whole School Theme: <i>Mindfulness and Mental Health Awareness</i></p> <p>Caring friendships</p> <ul style="list-style-type: none"> • Reflect on and celebrate achievements, identify strengths and areas for improvement, set high aspirations and goals. (PSHE curriculum) <p>Families and people who care about me</p> <ul style="list-style-type: none"> • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong <p>Being Safe</p> <ul style="list-style-type: none"> • Understand that bacteria and viruses can affect health and that following simple routines can reduce their spread. (PSHE curriculum) • Understand school rules in regards to health and safety. (PSHE curriculum) • Understand basic emergency aid procedures, where and how to get help, (PSHE curriculum) • Where to get advice e.g. family, school and/or other sources <p>Respectful relationships</p> <ul style="list-style-type: none"> • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of permission-seeking and giving in relationships with friends, peers and adults <p>Online relationships</p> <ul style="list-style-type: none"> • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 3	Spring 2	<p>Whole School Theme: <i>Women's History</i></p> <p>Being Safe</p> <ul style="list-style-type: none"> • How to recognise risky or negative relationships including all forms of bullying and abuse. (PSHE curriculum) • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so <p>Caring friendships</p> <ul style="list-style-type: none"> • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right <p>Families and people who care about me</p> <ul style="list-style-type: none"> • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed <p>Respectful relationships</p> <ul style="list-style-type: none"> • Recognise and respond appropriately to a wider range of feelings in others. • Understand that actions affect self and others. (PSHE curriculum) <p>Online relationships</p> <ul style="list-style-type: none"> • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 3	Summer 1	<p>Whole School Theme: <i>The Environment</i></p> <p>Being Safe</p> <ul style="list-style-type: none"> • Understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. (PSHE curriculum) • Keeping safe. (PSHE curriculum) • The emotional and physical changes of growing up. <p>Caring friendships</p> <ul style="list-style-type: none"> • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed <p>Respectful relationships</p> <ul style="list-style-type: none"> • The importance of self-respect and how this links to their own happiness • Naming body parts. Similarities and differences between one another <p>Online relationships</p> <ul style="list-style-type: none"> • How information and data is shared and used online

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 3	Summer 2	<p>Whole School Theme: LGBTQ+ History</p> <p>Being Safe</p> <ul style="list-style-type: none"> • Understand roles of people who are responsible for helping you stay healthy and safe. Understand ways that you can help these people. (PSHE curriculum) • Recognise opportunities to make your own choices about food, what might influence your choices and the benefits of eating a balanced diet. (PSHE curriculum) • To understand that there are different types of families. • Coping with emotions and how to look after our bodies in order to be safe and healthy. <p>Families and people who care about me</p> <ul style="list-style-type: none"> • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care <p>Respectful relationships</p> <ul style="list-style-type: none"> • The importance of permission-seeking and giving in relationships with friends, peers and adults • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority <p>Online relationships</p> <ul style="list-style-type: none"> • Knowing not to send pictures of themselves and knowing the consequences • Understanding that messages are there forever even if you delete it on your own device

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 4	Autumn 1	<p>Whole School Theme: <i>Black History</i></p> <p>Being Safe</p> <ul style="list-style-type: none"> • Know the importance of respecting and protecting the environment. (PSHE curriculum) • Understand what is meant by a healthy lifestyle. (PSHE curriculum) <p>Families and people who care about me</p> <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives <p>Caring friendships</p> <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends <p>Respectful relationships</p> <ul style="list-style-type: none"> • Know how to recognise and manage emotions within a range of relationships. (PSHE curriculum) • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs <p>Online relationships</p> <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 4	Autumn 2	<p>Whole School Theme: <i>Disability Awareness</i></p> <p>Being Safe</p> <ul style="list-style-type: none"> • Know how to respond in an emergency. (PSHE curriculum) • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard <p>Caring friendships</p> <ul style="list-style-type: none"> • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties <p>Families and people who care about me</p> <ul style="list-style-type: none"> • Know about rights and responsibilities as members of families, other groups (PSHE curriculum) <p>Respectful relationships</p> <ul style="list-style-type: none"> • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of permission-seeking and giving in relationships with friends, peers and adults <p>Online relationships</p> <ul style="list-style-type: none"> • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 4	Spring 1	<p>Whole School Theme: <i>Mindfulness and Mental Health Awareness</i></p> <p>Being Safe</p> <ul style="list-style-type: none"> • How to maintain physical, emotional health and wellbeing. (PSHE curriculum) • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources <p>Families and people who care about me</p> <ul style="list-style-type: none"> • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up <p>Caring friendships</p> <ul style="list-style-type: none"> • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded <p>Respectful relationships</p> <ul style="list-style-type: none"> • Know how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts. (PSHE curriculum) • Learn about different groups and communities. (PSHE curriculum) • The importance of self-respect and how this links to their own happiness <p>Online relationships</p> <ul style="list-style-type: none"> • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them <p>Resources</p> <ul style="list-style-type: none"> • Read 'The Sissy Duckling' https://www.youtube.com/watch?v=lc5YMNbow1E • Where did the rainbow flag come from? https://www.bbc.co.uk/newsround/40717297

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 4	Spring 2	<p>Whole School Theme: Women's History</p> <p>Families and people who care about me</p> <ul style="list-style-type: none"> • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong <p>Caring friendships</p> <ul style="list-style-type: none"> • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right <p>Respectful relationships</p> <ul style="list-style-type: none"> • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority <p>Online relationships</p> <ul style="list-style-type: none"> • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met <p>Being Safe</p> <ul style="list-style-type: none"> • Learn how money plays an important part in people's lives (PSHE curriculum) • Gain a basic understanding of enterprise (PSHE curriculum) • Know where money comes from, keeping it safe and the importance of managing it effectively (PSHE curriculum)

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 4	Summer 1	<p>Whole School Theme: <i>The Environment</i></p> <p>Families and people who care about me</p> <ul style="list-style-type: none"> • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed <p>Caring friendships</p> <ul style="list-style-type: none"> • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed <p>Respectful relationships</p> <ul style="list-style-type: none"> • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help <p>Online relationships</p> <ul style="list-style-type: none"> • How information and data is shared and used online <p>Being Safe</p> <ul style="list-style-type: none"> • To identify different influences on health and wellbeing (PSHE curriculum) • How to recognise risky or negative relationships including all forms of bullying (PSHE curriculum) • Know ways of keeping physically and emotionally safe (PSHE curriculum)

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 4	Summer 2	<p>Whole School Theme: LGBTQ+ History</p> <p>Being Safe</p> <ul style="list-style-type: none"> • Know how to respond to risky or negative relationships and ask for help. (PSHE curriculum) • Know how to manage risks to physical and emotional health and wellbeing. (PSHE curriculum) • Respect for self and others and the importance of responsible behaviours and actions. (PSHE curriculum) • Coping with emotions and how to look after our bodies in order to be safe and healthy. (PSHE curriculum) <p>Families and people who care about me</p> <ul style="list-style-type: none"> • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care <p>Respectful relationships</p> <ul style="list-style-type: none"> • Respect equality and be a productive member of a diverse community. (PSHE curriculum) • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The emotional and physical changes of growing up. • Naming body parts. • Similarities and differences between one another other. <p>Online relationships</p> <ul style="list-style-type: none"> • Knowing not to send pictures of themselves and knowing the consequences • Understanding that messages are there forever even if you delete it on your own device

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 5	Autumn 1	<p>Whole School Theme: <i>Black History</i></p> <p>Being Safe</p> <ul style="list-style-type: none"> • Know how to maintain physical, mental and emotional health. (PSHE curriculum) • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe <p>Families and people who care about me</p> <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability <p>Caring friendships</p> <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • <p>Respectful relationships</p> <ul style="list-style-type: none"> • How to develop and maintain a variety of healthy relationships. (PSHE curriculum) • To respect equality and to be a productive member of a diverse community. (PSHE curriculum) • To respect equality and to be a productive member of a diverse community. (PSHE curriculum) <p>Online relationships</p> <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 5	Autumn 2	<p>Whole School Theme: <i>Disability Awareness</i></p> <p>Families and people who care about me</p> <ul style="list-style-type: none"> The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives <p>Caring friendships</p> <ul style="list-style-type: none"> The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties <p>Respectful relationships</p> <ul style="list-style-type: none"> How to recognise and maintain emotions within relationships. (PSHE curriculum) Learn about rights and responsibilities. (PSHE curriculum) <p>Online relationships</p> <ul style="list-style-type: none"> The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them <p>Being safe</p> <ul style="list-style-type: none"> That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 5	Spring 1	<p>Whole School Theme: <i>Mindfulness and Mental Health Awareness</i></p> <p>Being Safe</p> <ul style="list-style-type: none"> • How to make informed decisions about health and wellbeing. (PSHE curriculum) • To identify different influences on health and wellbeing. (PSHE curriculum) <p>Families and people who care about me</p> <ul style="list-style-type: none"> • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care <p>Caring friendships</p> <ul style="list-style-type: none"> • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded <p>Respectful relationships</p> <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs <p>Online relationships</p> <ul style="list-style-type: none"> • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 5	Spring 2	<p>Whole School Theme: Women's History</p> <p>Being Safe</p> <ul style="list-style-type: none"> • How to recognise risky or negative relationships (PSHE curriculum) • Where money comes from, keeping it safe and managing it effectively (PSHE curriculum) • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Keeping safe (including discussion of harmful practices such as FGM) <p>Families and people who care about me</p> <ul style="list-style-type: none"> • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up <p>Caring friendships</p> <ul style="list-style-type: none"> • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right <p>Respectful relationships</p> <ul style="list-style-type: none"> • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness <p>Online relationships</p> <ul style="list-style-type: none"> • How information and data is shared and used online

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 5	Summer 1	<p>Whole School Theme: <i>The Environment</i></p> <p>Being Safe</p> <ul style="list-style-type: none"> • Know ways of keeping physically and emotionally safe (PSHE curriculum) • How to respond to risky or negative relationships (PSHE curriculum) • The importance of respecting and protecting the environment (PSHE curriculum) • Where to get advice e.g. family, school and/or other sources <p>Families and people who care about me</p> <ul style="list-style-type: none"> • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong <p>Caring friendships</p> <ul style="list-style-type: none"> • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed <p>Respectful relationships</p> <ul style="list-style-type: none"> • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help <p>Online relationships</p> <ul style="list-style-type: none"> • Knowing not to send pictures of themselves and knowing the consequences

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 5	Summer 2	<p>Whole School Theme: LGBTQ+ History</p> <p>Being Safe</p> <ul style="list-style-type: none"> • Managing change. (PSHE curriculum) • How money plays an important part in people's lives. (PSHE curriculum) • Keeping safe (PSHE curriculum) <p>Families and people who care about me</p> <ul style="list-style-type: none"> • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed <p>Respectful relationships</p> <ul style="list-style-type: none"> • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults <p>Online relationships</p> <ul style="list-style-type: none"> • Understanding that messages are there forever even if you delete it on your own device

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 6	Autumn 1	<p>Whole School Theme: <i>Black History</i></p> <p>Families and people who care about me</p> <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability <p>Caring friendships</p> <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends <p>Respectful relationships</p> <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How to maintain physical, mental and emotional health and wellbeing. (PSHE curriculum) • How to recognise risky or negative relationships including all forms of bullying and abuse. <p>Online relationships</p> <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not <p>Being safe</p> <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • How to respond in an emergency. (PSHE curriculum) • Ways of keeping physically and emotionally safe.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 6	Autumn 2	<p>Whole School Theme: <i>Disability Awareness</i></p> <p>Families and people who care about me</p> <ul style="list-style-type: none"> The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives <p>Caring friendships</p> <ul style="list-style-type: none"> The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties <p>Respectful relationships</p> <ul style="list-style-type: none"> The conventions of courtesy and manners About respect for self and others and the importance of responsible behaviour and actions. Gender stereotyping. <p>Online relationships</p> <ul style="list-style-type: none"> That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous <p>Being safe</p> <ul style="list-style-type: none"> 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 How to maintain physical, mental and emotional health and wellbeing. How to respond in an emergency. Ways of keeping physically and emotionally safe. How to recognise risky or negative relationships including all forms of bullying and abuse. How to respond to risky or negative relations and ask for help. <p>Sex Education:</p> <ul style="list-style-type: none"> The way humans are conceived and grow <p>Intimate and sexual relationships, including sexual health:</p> <ul style="list-style-type: none"> How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 6	Spring 1	<p>Whole School Theme: <i>Mindfulness and Mental Health Awareness</i></p> <p>Families and people who care about me</p> <ul style="list-style-type: none"> • 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 • About rights and responsibilities as members of families, other groups and ultimately as citizens. • How to recognise and manage emotions within a range of relationships. <p>Caring friendships</p> <ul style="list-style-type: none"> • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded <p>Respectful relationships</p> <ul style="list-style-type: none"> • The importance of self-respect and how this links to their own happiness <p>Online relationships</p> <ul style="list-style-type: none"> • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them <p>Being safe</p> <ul style="list-style-type: none"> • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to maintain physical, mental and emotional health and wellbeing. <p>Sex Education: Intimate and sexual relationships, including sexual health:</p> <ul style="list-style-type: none"> • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 6	Spring 2	<p>Whole School Theme: Women's History</p> <p>Families and people who care about me</p> <ul style="list-style-type: none"> • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up <p>Caring friendships</p> <ul style="list-style-type: none"> • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right <p>Respectful relationships</p> <ul style="list-style-type: none"> • 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 • Gender stereotyping. • About rights and responsibilities as members of families, other groups and ultimately as citizens. • How to recognise and manage emotions within a range of relationships. <p>Online relationships</p> <ul style="list-style-type: none"> • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met <p>Being safe</p> <ul style="list-style-type: none"> • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to maintain physical, mental and emotional health and wellbeing <p>Sex Education:</p> <p>Intimate and sexual relationships, including sexual health:</p> <ul style="list-style-type: none"> • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 6	Summer 1	<p>Whole School Theme: <i>The Environment</i></p> <p>Families and people who care about me</p> <ul style="list-style-type: none"> • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong <p>Caring friendships</p> <ul style="list-style-type: none"> • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed <p>Respectful relationships</p> <ul style="list-style-type: none"> • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help <p>Online relationships</p> <ul style="list-style-type: none"> • How information and data is shared and used online <p>Being safe</p> <ul style="list-style-type: none"> • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources • About where money comes from, keeping it safe and the importance of managing it effectively. • How to respond to risky or negative relations and ask for help. • How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts. <p>Sex Education:</p> <p>Intimate and sexual relationships, including sexual health:</p> <ul style="list-style-type: none"> • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 6	Summer 2	<p>Whole School Theme: LGBTQ+ History</p> <p>Families and people who care about me</p> <ul style="list-style-type: none"> • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed <p>Respectful relationships</p> <ul style="list-style-type: none"> • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults <p>Caring relationships</p> <ul style="list-style-type: none"> • About managing change, including puberty, transition and loss. <p>Online relationships</p> <ul style="list-style-type: none"> • Knowing not to send pictures of themselves and knowing the consequences • Understanding that messages are there forever even if you delete it on your own device <p>Being safe</p> <ul style="list-style-type: none"> • How to maintain physical, mental and emotional health and wellbeing. • How to respond to risky and negative relationships and ask for help. • Keeping safe (including discussion of harmful practices such as FGM) <p>Sex Education:</p> <p>Intimate and sexual relationships, including sexual health:</p> <ul style="list-style-type: none"> • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability (Years 1-6) • 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 (Year 1-6) • 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 (Year 1-6) • 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 (Year 1-6) • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Yr1-6) • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (Yr1-6)
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends (Year 1-6) • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (Year 1-6) • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (Year 1-6) • 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 (Year 1-6) • 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 (Year 1-6)
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (Year 1-6) • Practical steps they can take in a range of different contexts to improve or support respectful relationships (Year 1-6) • The conventions of courtesy and manners (Year 1-6) • The importance of self-respect and how this links to their own happiness (Year 1-6) • 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 (Year 1-6) • 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 (Year 1-6) • What a stereotype is, and how stereotypes can be unfair, negative or destructive (Year 1-6) • The importance of permission-seeking and giving in relationships with friends, peers and adults (Year 1-6)

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not (Year 1-6) • 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 (Year 1-6) • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (Year 1-6) • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (Year 3-6) • How information and data is shared and used online (Year 3-6) • Knowing not to send pictures of themselves and knowing the consequences (Year 3-6) • Understanding that messages are there forever even if you delete it on your own device (Year 3-6)
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (Year 1-6) • 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 (Year 1-6) • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (Year 1-6) • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (Year 1-6) • How to recognise and report feelings of being unsafe or feeling bad about any adult (Year 1-6) • How to ask for advice or help for themselves or others, and to keep trying until they are heard (Year 1-6) • How to report concerns or abuse, and the vocabulary and confidence needed to do so (Year 1-6) • Where to get advice e.g. family, school and/or other sources (Year 1-6)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship (Year 6) • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing (Year 6) • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women (Year 6) • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others (Year 6) • That they have a choice to delay sex or to enjoy intimacy without sex (Year 6) • The facts about the full range of contraceptive choices, efficacy and options available (Year 6) • The facts around pregnancy including miscarriage (Year 6) • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) (Year 6) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing (Year 6) • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment (Year 6) • How the use of alcohol and drugs can lead to risky sexual behaviour (Year 6) • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment (Year 6)

Appendix 3: Parent Form: Withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. <i>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"</i>