



WRAGBY PRIMARY SCHOOL

RELATIONSHIP & SEX EDUCATION POLICY

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1. Aims

Aims and Objectives of the RSE Policy

Role and nature of Relationship and Sex education.

RSE at our school aims to equip all pupils with accurate, unbiased knowledge about sex and relationships and give pupils the opportunity to acquire life skills that will help them make good use of this knowledge. It will also give pupils opportunities to explore and respect their own and others' opinions, attitudes and values to help them develop their own, individual moral framework. For the pupils that pass through our school we felt the following aims for RSE were particularly important:

- Pupils with better relationship skills
- Pupils prepared for the changes of puberty and that have a good knowledge of their own bodies.
- Pupils with an understanding of prejudice and its negative effects
- Pupils that are capable of seeking help and advice when they need to
- Pupils develop feelings of self-respect, confidence and empathy
- Pupils that are aware of and have challenged the messages they receive from the media
- Pupils that are aware of the right they have over their own body
- Pupils know the correct vocabulary to describe themselves and their bodies
- Pupils able to make positive informed choices (that reduce risk)
- Pupils create a positive culture around issues of sexuality and relationships
- Pupils able to express how they feel

The RSE programme ensures that pupils will revisit topics so they build upon their existing knowledge and skills throughout the school. It is aimed that RSE is taught through active learning activities as often as possible. Wherever possible, parental involvement in RSE is to be encouraged. It will provide a framework in which sensitive discussions can take place

The aim of the policy.

The aim of this policy is to provide a working document that gives clear framework within which staff will feel secure to work in.

Moral and Values framework

Our school believes that RSE should be delivered within the following moral framework. Our programme promotes:

- Self respect and respect for others.
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- Taking account of other people's feelings.
- Mutual support and co-operation.
- Accepting the responsibility for the consequences of our own actions.
- The right of people to hold their own views within a framework of respect for others.
- Not imposing our views on other people.
- The right not to be abused by other people or taken advantage of.
- The right to accurate information about sex and relationship issues.

Equal Opportunities Statement

Our RSE programme aims to be inclusive of all regardless of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability, etc.

Our RSE programme responds to the needs of individual pupils and takes pupils, cultures, faiths and family backgrounds into consideration. Pupils with special educational needs are given extra RSE support by SEN staff and pupils with English as their second language receive help from the bi-lingual assistant.

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.

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.

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 Wragby Primary School we teach RSE as set out in this policy.

3. Policy development

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

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

4. Definition

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.

Sex and Relationships Education aims to give children and young people:

- Self-esteem
- Skills for successful relationships
- Emotional literacy
- The ability to make informed choices and minimise risk
- The ability to keep themselves and other people safe
- The opportunity to explore their own attitudes, values and beliefs and develop an individual moral code that will guide their actions.
- A discerning eye for the messages they receive from the media
- The ability to access help and support
- A positive attitude towards their body and sexuality

Effective RSE is embedded in the school curriculum (particularly PSHE) and ethos. The consultation process, for the formation of this policy, has aimed to involve the whole school community. The views were taken into account when developing both the RSE policy and programme.

5. Curriculum

The headteacher and the PHSE coordinator have coordinated the RSE programme.

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

We have developed the curriculum in consultation with 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.

Primary sex education will focus on:

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

As part of RSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. Either of these can include heterosexual or same-sex relationships. We ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

We carry out the main RSE curriculum in PSHE lessons (see appendix A for further details), however we also teach RSE through other subject areas e.g. Literacy, Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise. Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children. Science Curriculum Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (yrs 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (yrs 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Teaching and Learning including delivery of the RSE curriculum

In Key Stage 2 (years 3 - 6) we acknowledge that many children will begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single-sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, and what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

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).

Pupils also receive stand-alone sex education sessions delivered by teachers.

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).

The teaching methods

Ground rules will be developed during RSE lessons based on respect. The only additional considerations specific to RSE ground rules (as opposed to basic class rules) will be a need to prevent personal questions and the need to explain to children that if a teacher suspects that they or anyone else is at risk from harm, then they will need to tell another adult.

Active learning techniques such as circle time, role play, games, prioritising exercises, paired and group discussion, interviewing and presentations, are used in the teaching of RSE as much as possible. Pupils will also be given many opportunities to reflect on what they have learnt in RSE lessons.

As far as possible, to prevent stigmatisation of any group of people or any life choices, the pro-choice approach to PSHE and RSE is adopted. This means that every issue is presented in terms of, 'some people ...and others ...let's explore the effect these choices might have on a person's life.'

Mixed and single gender groups

Most of RSE is delivered in mixed sex groups. However during lessons on puberty, both boys and girls cover the same material but are then given opportunities to discuss what has been covered in single sex groups where they might feel more comfortable doing so. Pupils expressed a preference for some single sex teaching during consultation.

How the resources were selected

The PSHE co-ordinator thoroughly reviews any potential resource to ensure that there is no stereotyping, bias or prejudice and that they are suitable for the age group of the audience.

Specific Issues Statements

Language

During all RSE lessons, the correct terms for all body parts and functions will be used. If any slang words are used, the meanings of all words are clarified in a factual way and it is made clear to pupils which words are potentially offensive and that from this point onwards, the correct terms will be used. This aims to prevent bullying of children for not knowing definitions and overtly points out the offensive nature of some words – which also empowers staff to challenge the use of offensive words explicitly.

Confidentiality

Pupils' confidentiality is respected in all RSE lessons and pupils are made aware of the fact that what they say in RSE lessons will not be repeated to anyone else unless a member of staff suspects that the child or anyone else is at risk from harm. See the schools Confidentiality Policy for further details.

The approach to potentially controversial and sensitive issues

All staff are aware that everyone has views on RSE related issues. However, while it is respected that everyone has the right to their own viewpoint, all RSE issues are taught without bias. Topics are presented in a way that considers all viewpoints so that pupils are able to form their own, informed opinions but are also encouraged to respect the fact that others may have quite different viewpoints. Viewpoints that have a negative impact upon another person or group of people such as prejudice are always challenged.

Dealing with sexually explicit questions

After discussions, the following policy was decided on for dealing with sexually explicit questions during RSE lessons:

- It will be made clear to pupils, by means of ground rules, that personal questions should never be asked by pupils or the teacher.
- An anonymous question system will be provided while the RSE programme is being delivered and the pupils will be told that if there are any questions considered too explicit for that age group, they would not be answered. The judgement about which questions could or could not be answered would be based on whether or not it was closely relevant to the programme the school has decided upon.
- Pupils will be told that during any RSE lesson, only questions that relate directly to the RSE lesson being covered will be answered.
- If several children start to ask questions about a particular topic (perhaps due to media coverage) then the RSE programme can be adapted to deal with this issue so as to prevent pupils from becoming misinformed or receive biased information.

- If the child shows inappropriate sexual knowledge, child protection procedures would be consulted.
- If a pupil asks a question relating to RSE issues at any other time, the child will be told that they will learn the answer in RSE. If it will not be answered during RSE time, it will be suggested that the child asks his or her parents/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. The governing board will hold the headteacher to account for the implementation of this policy.

Dissemination of the policy

Staff at the school have actively been involved in reaching consensus on the content of the RSE policy and are aware of its content through discussion of the final draft. Parents will be invited to view the policy, via a letter, and a copy is always available for parents in the school office and on the website. Parents/carers will be kept informed of any developments or opportunities in RSE. Governors have responsibility to the RSE policy production with updates and discussions happening during governors' meetings.

Arrangements for Monitoring and Evaluation

The PSHE co-ordinator will be responsible for reacting to the responses of the whole school community to the RSE policy and programme which will be investigated every two or three years by means of a questionnaire, for parents and less formal methods for pupils.

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 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.

The teaching staff are responsible for teaching RSE in our school.

Teachers' Embarrassment

If a member of staff is extremely uncomfortable teaching RSE then provision will be made for another teacher that is known to the children to deliver the RSE.

The school feels that this course of action is justified as the member of staff that is uncomfortable with RSE is unlikely to do an effective job or to give positive messages about sexuality and/or body functions.

Using visitors to deliver RSE

External staff may occasionally be used to deliver aspects of RSE but as their availability cannot be relied upon, the RSE programme is taught with no assumption of support from external speakers.

Whenever an external visitor is going to deliver a lesson or activity that is related to RSE, we would encourage a planning session with the speaker and a member of the teaching staff to ensure that the input will be worthwhile and also to check the suitability of the content. All visitors are made aware of the RSE policy and all lessons are evaluated by staff.

The visitor will also be supervised by a member of staff at all times

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.

However, 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.

Informing parents/carers and parents right to withdraw their child

Before children embark upon a RSE programme, parents are informed by letter of their right to withdraw their child from RSE lessons and given an overview of the topics the child will be covering. Parents are also reminded that they can have a copy of the school's RSE Policy on request, from the school office. Parents are also told that they can request to view all teaching resources that will be used in the delivery of their child's RSE.

Procedures for pupils who are withdrawn from sessions

Provision is made for pupils whose parents wish their child to be removed from RSE lessons to work in another classroom while their class' RSE is being delivered.

Child Protection Procedures

The school has an appointed member of staff who is responsible for child protection procedures. If a teacher suspects that a child is at risk from harm or neglect, they need to inform this person and record any evidence that supports their concerns.

As part of RSE ground rules teachers need to make it clear to pupils that if they suspect that anyone is at risk from harm, they will need to tell another adult.

Pupils' Access to Help and Support

In RSE lessons and assemblies, pupils are reminded that if they ever find themselves where something is happening that they feel they cannot do anything about, they are to keep finding an adult to tell until someone does something to help with the situation.

9. Training

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

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

Dealing with sex-related pastoral incidents

All staff have received training in dealing with sex-related pastoral incidents. Staff know that in dealing with any incident they:

- Don't rush into anything
- Don't panic
- Assess the seriousness of the situation sensitively and sensibly, take everything into account but don't exaggerate or overreact.
- Keep the welfare of the children as the focus.
- Consider the full range of options
- Consider and anticipate both the positive and negative consequences of the teacher's actions.
- Consult, and get support from, other colleagues.
- If necessary, refer to experts such as education welfare officers, social workers or educational psychologists.
- Challenge any homophobic or sexist comments immediately.

10. Monitoring arrangements

The delivery of RSE is monitored by Rachel Osgodby (Headteacher) through:

- planning scrutinies
- learning walks
- observations

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

This policy will be reviewed by Rachel Osgodby. At every review, the policy will be approved by the governing board.

Approved by:	Rachel Osgodby	Date:
Last reviewed on:	12.2023	
Next review due by:	12.2024	

Appendix 1: Curriculum map

Relationships and sex education curriculum map - Year 1 PSHE and RSE Planning

AUTUMN TERM	SPRING TERM	SUMMER TERM
<u>Relationships: Working well together</u> Children should have opportunities to: • Know the school and classroom rules and how they help them • Agree rules for their class or group • Collaborate with others in work and play, sharing and taking turns • Contribute to a discussion or conversation • Put their views forward clearly and appropriately • Identify ways of helping in class and improving the environment by their own actions. • Make simple choices between activities <u>E-safety</u> • Know what is meant by personal information and develop an understanding of why this is special • They develop an understanding of characteristics for a trustworthy person • Know that the internet can be used to find information and can navigate age appropriate websites • Begin to understand how to use a range of online games and apps • Collaborative work <u>Relationships: Other people are special too</u> Children should have opportunities to: • Know the different groups to which they belong: families, friends, school, etc. • Recognise worth in others • Make positive statements about other people • Understand the effect bullying can have on others and know who to tell in the event of experiencing or observing bullying • Show respect by listening to what other people say • Understand that other people have needs • Consider the value of being a friend and having friends • Identify jobs in the classroom and school and know what contribution they make to the life of the class and school • Show a willingness to care for others • Recognise the ways their own behaviour affects others • Ask for and give permission <u>E-safety</u> • Have a secure understanding of the differences between real life scenarios and those that take place on the computer • Know that not all information they find on the internet is true • Develop their understanding of safe and unsafe scenarios on the internet • Recognise the differences between online communication techniques (email, online chat forums, social networking sites)	<u>Health and Wellbeing:</u> Caring for myself Children should have opportunities to: • Own their own feelings, making “I” statements • Carry out personal routines • Name, draw and label the basic parts of the human body (which may include penis, testicles and vagina) and say which part of the body is to do with each sense. • Develop skills for maintaining personal hygiene, cleaning teeth, washing hands • Think about what can go on their body and in their body and that some substances can be harmful • Begin to understand how infections are passed between people (e.g. through cough and sneezing) • Know about medicines <u>E-safety</u> • Understanding the importance of being kind to others when communicating on the computer • Follow e-safety rules, asking for support/permission if they are unsure • Know who to go to if they come across an unsafe scenario when using the computer <u>Relationships: Caring for others</u> Children should have opportunities to: • Begin to accept everyone as an individual • Appreciate the difference between needs and wants • Respect others’ needs, feelings and opinions • Begin to take some responsibility for self and others, e.g.: in the classroom, playground, school visits • Consider the value of being part of different groups and communities • Begin to recognise the way their choices can affect others. • Explore what improves and harms their local, natural and built environment <u>E-safety</u> • Say if a situation on the computer or an app has upset them and discuss this with a trusted adult/teacher • Use the internet to find out information regarding keeping safe • Send suitable and purposeful emails to communicate with familiar adults/known friends and teachers • Publish information safely on the internet with adult guidance <i>*text in purple are Science objectives</i>	<u>Health and Wellbeing: Keeping Safe</u> Children should have opportunities to: • Follow simple safety rules and instructions • Know places that are safe • Appropriate and inappropriate touch (Let’s Talk PANTS – NSPCC) • Appreciate the need to take care and the need for safe actions • Know some of the rules for keeping safe, e.g.: medicines, tablets, household substances, fire, water • Identify dangers by looking and listening • Be able to help others without risk to themselves (Stay Safe – British Red Cross lesson plan) • Care about keeping themselves and others safe <u>E-safety</u> • Communicate positively with trusted adults/known friends and teachers on the computer • Discuss different scenarios that they may come across on the computer and reflect upon these, learning from their own experiences and those of others <u>Living in the Modern World: Looking forward</u> Children should have opportunities to: • Perform tasks independently • Value their achievements and talents, want to do well, and make the most of opportunities • Review their progress and recognise personal achievements, strengths and weaknesses • Identify personal goals for improvement • Know some of the things that can cause different emotions • Be able to talk about a range of emotions and feelings. <u>E-safety</u> • Say if a situation on the computer or app has upset them and discuss this with a trusted adult/teacher • Use the internet or an app as a learning tool to assess their own learning • Know that the internet can be used to find information and can navigate age appropriate websites • Use a range of online games and apps to develop their own learning

Appendix 1: Curriculum map

Relationships and sex education curriculum map- Year 2 PSHE and RSE Planning

AUTUMN TERM	SPRING TERM	SUMMER TERM
<u>Living in the Modern World: Who's in charge?</u> Children should have opportunities to: • Communicate and collaborate with others to contribute to the life of the class and school • Know about shops, services and advertising • Know that we have to pay for what we buy • Know about the world immediately around them, including community services, libraries, leisure centres, museums, etc. • Know what improves and harms their local environment and know some of the different ways people look after it. • Observe surroundings and be able to make some judgments • Know people in their community who can help them • Respond with increasing confidence to new people and situations. E-safety • To recognise characteristics of a trustworthy person • Know what is meant by personal information • Recognise when a situation is unsafe and know who is go to for help and support • They can publish information safely on the internet with adult guidance <u>Relationships: Celebrating and recognising differences</u> Children should have opportunities to: • Be able to express positive statements about themselves and others • Recognise and name feelings • Feel good about themselves • Identify some similarities and differences between people such as gender, appearance, abilities, families and cultural background • Know that people have things in common but that everyone is unique • Be proud of who they are and understand that difference does not mean better or worse • Explore the idea of fairness for all • Begin to question media messages and stereotypes. • Understand that bullying and teasing is an unacceptable response to difference E-safety • Children what is meant by personal information and develop an understanding of why this is special • They develop an understanding of characteristics for a trustworthy person • They recognise that pictures should only be shared with known trusted adults and through the guidance of a trusted adult • They can publish information safely on the internet with adult guidance	<u>Health and Wellbeing: My body is important</u> Children should have opportunities to: • Feel good about themselves • Value their bodies and monitor what they put into it • Understand the need for exercise and rest to keep healthy • Know the range of options open to them, e.g. food, games and activities • Understand that animals including humans have babies which grow into adults • Know that some diseases are infectious and can be controlled • Appreciate the need to take care, to be safe and care about keeping themselves and others safe • Know the names of more parts of their bodies (which may include penis, testicles and vagina) • Know that they have rights over their own bodies (Let's talk PANTS – NSPCC) • Know when to keep a secret and when to tell. E-safety • Recognise what information should and should not be shared online • Show increasing awareness of and follow e-safety rules • Know which adults are trustworthy and when to discuss a situation that is worrying them with these adults • Have a secure understanding of the differences between real life scenarios and those that take place on the computer • Know that not all information they find on the internet is true • Develop understanding of safe and unsafe scenarios on the internet and know what to do in an unsafe scenario <i>*text in purple are Science objectives</i> <u>Relationships: Changing friendships</u> Children should have opportunities to: • Consider the qualities of a friend, and what they value in friends • Understand what a friend is, and how to be a friend • Understand that friendships can change • Make new friends and deal with losing friends • Recognise and name feelings, including feelings associated with change • Begin to learn to manage feelings positively and effectively • Reflect and learn from their experiences. E-safety • Recognise the difference between online and real life scenarios • Show increasing awareness of when a situation is unsafe and approach a trusted adult when a situation becomes upsetting • With support make choices between which online communication techniques are safe	<u>Health and Wellbeing: Taking charge</u> Children should have opportunities to: • Develop personal values by being able to clarify what is important to them • Understand that they have choices, exploring ideas of good and bad, right and wrong and uncertain • Recognise choices they have made or can make • Recognise what is important to them in making choices • Learn to consider options and find relevant information • Think about how money can be spent other than on themselves • Recognise that their actions have consequences for themselves • Show awareness of their right to decide. E-safety • Recognise the importance of being kind to others when communicating online • Send suitable and purposeful emails to communicate with familiar adults/known friends and teachers • Publish information safely on the internet with adult guidance <u>Living in the Modern World: Looking Forward</u> Children should have opportunities to: • Begin to take responsibility for self and others in and out of school, e.g.: classroom, playground, visits • Begin to understand about trust and reliability • Appreciate and want to care for their environment, classroom, school grounds, local area • Respect their own and other people's property – personal and public • Begin to value resources and understand that they are limited • Begin to accept everyone as an individual, respecting others' needs, opinions and feelings • Listen, concentrate and hold the attention of a listener • Reflect on how they have changed since starting school • Value their achievements, and be able to describe what they have achieved • Set targets for themselves. E-safety • Use the internet or an app as a learning tool to assess their own learning • They are able to send suitable and purposeful emails to communicate with familiar adults/known friends and teachers • They know that the internet can be used to find information and can navigate age appropriate websites • Use a range of online games and apps to develop their own learning

Appendix 1: Curriculum map

Relationships and sex education curriculum map- Year 3 PSHE and RSE Planning

AUTUMN TERM	SPRING TERM	SUMMER TERM
<u>Health and Wellbeing: Settling in</u> Children should have opportunities to: ·Enjoy life at school ·Know the rules, and understand expectations ·Know where to get help in school ·Recognise what is special about themselves and their abilities and interests ·Collaborate, share and take turns. E-Safety: ·Understand and abide by the schools acceptable use policy ·Children are aware of the need to develop a set of online protocols in order to stay safe online. ·Children develop awareness of relevant esafety issues. <u>Health and Wellbeing: Focus on feelings</u> Children should have opportunities to: ·Develop the language of feelings ·Be able to express feelings in different ways ·Recognise the impact of feelings on others. ·Know how to use basic techniques to resist pressure ·Know about bullying, why it happens and the effects ·Think about how to deal with bullying and how to stop it happening it has on people E-Safety: ·Develop awareness of relevant e-safety issues, such as cyber-bullying. ·Children understand and abide by the school's internet safety policy and know that it contains rules that exist in order to keep children safe online. ·Understand what personal information should be kept private. ·Know that passwords keep information secure and that they should be kept private.	<u>Relationships: Making friends</u> Children should have opportunities to: ·Think about being a friend ·Know what we do that makes each other happy, sad and cross ·Know what helps and hinders friendships ·Consider ways of resolving differences ·Be able to initiate friendships. E-Safety: ·Children develop strategies for staying safe when using the Internet. ·Children to use the Internet to undertake independent and appropriate research and attempt to distinguish between fact and fiction. <u>Health and Wellbeing: Keeping safe</u> Children should have opportunities to: ·Consider how they contribute to making the school environment a safe place ·Know how to give basic first aid and what to do in an emergency (Help Save Lives – British Red Cross lesson plan) · Know school safety rules relating to medicines · Know that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ·Recognise the difference between males and females including body parts ·Know they have the right to protect their bodies from unwanted contact (Let's Talk PANTS – NSPCC) E-Safety: ·With adult guidance use child-friendly search engines independently to find information through key words. ·Discuss the importance of becoming discerning in the information we look for during an Internet search. ·Understand that the Internet contains fact, fiction and opinions and begin to distinguish between them. *text in purple are Science objectives	<u>Relationships: In someone else's shoes</u> Children should have opportunities to: ·Recognise and challenge gender stereotypes ·Recognise that families are different and to challenge stereotypes about families ·Respect the views of their peers, parents, teachers and people of different faiths and cultures ·Understand that there are many social groups in society in terms of culture, religion, age, etc. ·Know that people live their lives in different ways and that different cultures may have different life patterns ·Respect other people's feelings, decisions, rights and bodies. ·Know that everyone has human rights E-Safety: ·Children begin to use a range of online communication tools, such as forums, email and polls, in order to formulate, develop and exchange ideas. <u>Living in the Modern World: People and their work</u> Children should have opportunities to: ·Know the range of jobs and work roles carried out by people they know and what they like/dislike about their work ·Identify ways in which different types of work are similar or different to each other ·What it means to be 'enterprising' E-Safety: ·Use a range of online communication tools, such as email, forums and polls. ·Know how to deal with unpleasant forms of electronic communication (save the message and speak to a trusted adult). ·Be able to discern when an email should or should not be opened.

Appendix 1: Curriculum map

Relationships and sex education curriculum map- Year 4 PSHE and RSE Planning

AUTUMN TERM	SPRING TERM	SUMMER TERM
<u>Health and wellbeing: Feeling good</u> Children should have opportunities to: ·Appreciate home and school values ·Make “I” statements about their interests and feelings ·Explore the concept of keeping something confidential or a secret ·Recognise and be sensitive to the needs and feelings of others ·Clarify what is important to them ·Form reasoned opinions E-Safety: ·Understand and abide by the school’s acceptable use policy. ·Be aware of the need to develop a set of online protocols in order to stay safe online. ·Develop awareness of relevant e-safety issues. <u>Relationships: Ups and downs in relationships</u> Children should have opportunities to: ·Know that there are many different patterns of friendship ·Understand the meaning of friendship and loyalty ·Be able to be honest ·Understand how loss can come in many forms ·Know where to get help in school and through help lines when facing problems ·Understand that it is wrong for children to be bullied or abused by other children or adults. E-Safety: ·Continue to develop awareness of relevant e-Safety issues, such as cyber-bullying. ·Children understand and abide by the school internet safety policy and aware of the implications of not following the rules. ·Children understand that a password can keep information secure and the need to keep it a secret.	<u>Relationships: Changes in families</u> Children should have opportunities to: ·Develop understanding of different types of relationships and families ·Understand what families are, and what members expect of each other ·Know the different changes that take place in human life ·Develop skills needed for relationships, such as listening, supporting, showing care. E-Safety: ·Safely use the Internet for research and follow lines of enquiry. ·Understand the function of a search engine and the importance of using correct search criteria. ·Use the internet as a resource to support their work, and begin to understand plagiarism. ·Know that not everything they find on the Internet is true and know what to do if they find something they are uncomfortable with. <u>Health and wellbeing: Keeping healthy</u> Children should have opportunities to: ·Accept responsibility for personal cleanliness ·Know that bacteria and viruses can affect health and that transmission may be reduced when simple safe routines are used ·Know about different cultural practices in health and hygiene ·Know some of the options open to them in developing a healthy lifestyle now and in the future E-Safety: ·Use internet search engines to gather resources for their own research work. ·Be aware of different search engines and discuss their various features (e.g. Google image & video search). ·Understand the importance of framing questions into search criteria when conducting web searches. ·Be aware that not everything they find online is accurate and that information needs to be checked and evaluated.	<u>Health and wellbeing: Keeping safe</u> Children should have opportunities to: ·Think about risks and hazards in the environment and where to go for help ·Know about the range of legal drugs encountered in everyday life, including over-the-counter drugs such as aspirin, drugs which are prescribed as medicines, tea, coffee, alcohol and tobacco ·Understand that human rights take precedence over national laws, family and community practices. E-Safety: ·Use a range of communication tools to collaborate and exchange information with others, e.g. email, blog, forums. <u>Living in the Modern World: Looking forward</u> Children should have opportunities to: ·Look forward to new situations ·Assess positive things about themselves and set personal goals ·Record information about current events and choices they will make in the future ·Have realistic aspirations when target setting ·Think about financial implications of future needs and wants. ·Explore what it means to be ‘enterprising’ E-Safety: ·Use online communication tools to exchange and develop their ideas in a range of curriculum opportunities. ·Use sensitive and appropriate language when using online communication tools. ·Use email as a form of communication, use the “To” box and add a subject heading. ·Add an attachment to an email. ·Develop understanding of when it is unsafe to open an email or an email attachment.

Appendix 1: Curriculum map - Relationships and sex education curriculum map- Year 5 PSHE and RSE Planning

AUTUMN TERM	SPRING TERM	SUMMER TERM
<u>Living in the Modern World: Looking ahead</u> Children should have opportunities to: ·Look forward to new situations ·Assess positive things about themselves and set personal goals ·Record information about current events and choices they will make in the future ·Have realistic aspirations when target setting ·Think about financial implications of future needs and wants. E-Safety: ·Recognise and confidently follow a range of protocols for keeping safe online and when using apps ·Recognise which personal information is appropriate to share online and when to do so ·Recognise inaccuracies and bias online, evaluating the validity of a range of websites ·Use the internet as a resource to support their work, asking appropriate questions and finding the answers ·Using age appropriate website <u>Health and Wellbeing: Risks and pressures</u> Children should have opportunities to: ·Develop a positive approach and self-motivation towards personal safety and risk taking ·Identify decisions they may need to make ·Learn to be assertive, especially in the face of pressure from others – saying “No” ·Keeping things confidential or secret ·The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking ·Knowing how to make a clear and efficient call to emergency services if necessary (Emergency Action – British Red Cross lesson plan) E-safety ·Understand the potential risks of providing personal information in a range of ways online ·Recognise that not everyone online is who they say they are ·Able to speak to a trusted adult/teacher when faced with situations that may cause a risk or pressure to them ·Develop an understanding of situations to avoid and remove themselves from when working online	<u>Relationships: We are all different</u> Children should have opportunities to: ·Know that differences between people are caused by different genes and different environments ·Know that people’s responses to ideas and events may be determined by age, religion or culture ·Value cultural background of self and others ·Know that different people live their lives in different ways and that different cultures may have different life patterns ·Consider gender stereotyping and sexuality ·Demonstrate and promote tolerance, understanding, respect and acceptance of difference ·Understand that bullying is an unacceptable response to difference E-safety ·Use a range of tools to exchange information and collaborate with others within and beyond their school ·Demonstrate respect for the rights of other internet users ·Recognise unacceptable online behaviours ·Act positively towards others when communicating on the internet <u>Health and wellbeing: It’s my body</u> Children should have opportunities to: ·Be able to discuss and choose the healthy options in relation to food, hobbies, rest, etc. ● Describe the changes as humans develop to old age ·Know how changes at puberty affect the body in relation to hygiene ·Know ways to get help during puberty ·Know that body changes are a preparation for sexual maturity, including menstruation and wet dreams ·Be able to discuss and ask questions about changing bodily needs in single sex groups ·Appreciate the importance of friendship in intimate relationships ·Describe how some animals and plants reproduce and the differences in life cycles E-safety ·They understand the potential risks of providing personal information in a range of ways online ·Recognise their own right to be protected from technology that is inappropriately used by others and the need to respect the rights of other users ·Develop an understanding of situations to avoid and remove themselves from when working online *text in purple are Science objectives *text in purple are Science objectives * These are non-statutory objectives – children can be removed from these sessions	<u>Living in the Modern World: Being involved in my community</u> Children should have opportunities to: ·Value opportunities for new experiences in and out of school, including opportunities to meet adults other than teachers ·Take a constructive interest in their local community and begin to take on a wider sense of social responsibility ·Know what they are good at and how it can help a group perform a task ·Appreciate the aesthetic qualities of their surroundings ·Understand how they and others can cause changes for better or for worse, both in their immediate surroundings and in the wider community ·Contribute to a discussion and put their own views forward clearly and appropriately. E-safety ·Use a range of tools to exchange information and collaborate with others within and beyond their school ·Understand the issues surrounding copyright and acknowledging sources when necessary ·Contribute positively to online blogs or chat sites whilst continuing to follow e-safety rules <u>Living in the Modern World: Looking at the world</u> Children should have opportunities to: ·Know the variety of communities to which they simultaneously belong ·Know about public service provision, locally and nationally and that this is not free ·Know the benefits and costs of personal spending decisions on themselves, the local community, the local economy and on people in other parts of the world ·Research information and identify relevant issues ·Use different modes of communication to express personal and group views about social and environmental issues ·Develop skills that make someone ‘enterprising’ E-safety ·Use a range of internet sites and apps as a learning tool to find appropriate information ·Use of a range of communication tools (email, social networking sites, blogs) to positively, effectively and safely communicate with people outside their school

AUTUMN TERM

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SUMMER TERM

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SPRING TERM

SUMMER TERM

<u>Health and Wellbeing: Managing conflict</u> Children should have opportunities to: ·Talk about their own feelings and reactions ·Read and express non-verbal messages ·Recognise that one's actions have consequences for themselves and others ·Manage a range of emotions such as excitement, anger, jealousy ·Develop strategies to avoid conflict in situations, including bullying ·Coping with loss, including bereavement ·Resolving problems and conflicts democratically using discussion ·Recognise stereotyping in attitudes in the media and the impact of the media in reinforcing equal opportunities ·Develop a sense of fair play in their dealings with peers and others. E-safety ·Evaluate their own use of the internet and how they present themselves online to others ·Show increasing awareness of the issues surrounding cyber-bullying ·Understand what impact the words of others or their own can have on other individuals <u>Living in the modern world: Rights, responsibilities and the law</u> Children should have opportunities to: ·Know their individual rights and responsibilities at home, in school and in the community ·Gain simple knowledge about the law and understand that rules and the law are designed to protect ·Appreciate the positive impact of human beings on plants, animals and the environment ·Demonstrate that their reasoning is informed and considered ·Use varied and appropriate language to express their ideas ·Gain knowledge of what happens when human rights are not respected information about priorities for spending ·Begin to be able to manage money, budgeting and accounting. E-safety ·They confidently use the internet and apps to find out information and evaluate their effectiveness ·Decide which computer tool is the most effective to use for a specific purpose	<u>Health and wellbeing: Taking responsibility for my own safety</u> Children should have opportunities to: ·Be able to express positive things about themselves and their values ·Take responsibility for their bodies and behaviour ·Choose the right decision-making approach in a real or simulated situation, including being assertive ·Recognise the need to ask for support sometimes, know who to ask and how to find out more. ·Differences between acceptable / unacceptable physical contact ·Keeping things confidential or secret ·Know ways of coping with difficult emotions, fears and worries E-safety ·Know that some adults may use the internet to make contact with children ·Recognise the early signs of abuse and speak immediately to a trusted adult/teacher about these they exchange and share ideas with a wider audience using a range of tools (email, online blogs, social networking sites, mobile phones) ·Recognise what is appropriate to share online or within an app and follow e-safety protocols regarding sharing personal information <u>Living in the Modern World: Looking forward</u> Children should have opportunities to: ·Find out about different job roles and the range of knowledge, skills and personal qualities required for different types of work ·Understand the role of voluntary, community and pressure groups ·Recognise the lives of people living in other places ·Act confidently ·Understand what affects mental health, e.g. the balance between work and leisure, positive relationships ·Develop enterprise skills and understand its importance for work and society E-safety ·Show increasingly awareness of copyright laws ·Know that not all information on the internet is legal to use or to copy ·Select copyright free images from sources such as Audio networks and NEN image gallery ·Develop strategies for establishing a website origin	<u>Relationships: Changing relationships</u> Children should have opportunities to: ·Think about making new relationships as they get older ·Understand about parenthood and, if they wish to marry, having the right to choose who they marry ·Know about human sexuality and that it is expressed in different ways, ·Understand what it means and have some words to describe it ·Appreciate different ways of loving and its importance to a range of relationships ·Different types of relationships, including marriage and civil partnership between two people of the same or opposite sex ·Answer each other's' questions about sex and relationships with confidence and know where to find support advice • about the changes that occur during puberty • to consider different attitudes and values round gender stereotyping and sexuality and consider their origin and impact • what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships. • about human reproduction in the context of the human life cycle • about how a baby is made and grows (conception and pregnancy) • about roles and responsibilities of parents and carers • to answer each other's questions about sex and relationships with confidence • where to find support and advice when they need it E-safety ·They are aware of potential dangers online, showing increasing ability to recognise early signs of these and seek trusted adult/teacher advice ·They are aware of what personal information is appropriate to share, only doing so with trusted adults/friends and teachers * These are non-statutory objectives – children can be removed from these sessions <u>Health and wellbeing: Transition and managing change</u> Children should have opportunities to: ·Understand about the nature of change ·Look forward and cope with the transition to secondary school ·Recognising the benefits of, and challenges to, making new friends ·Review personal experiences as a basis for setting new targets ·Develop simple vocabulary for describing personal effectiveness and setting personal goals ·Know what affects positive mental health ·Present themselves confidently and positively. E-safety ·Show increasing awareness of new technology and how to effectively use it ·Use a range of computer programs and apps to assess learning and set targets ·Review their computer/app usage, including the benefits of balancing time spent on and offline ·Know how to keep safe and well when using a mobile phone ·Describe how the use of a mobile phone can affect their lifestyle, health and wellbeing (such as quality of sleep)
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Appendix 1: Curriculum map - Relationships and sex education curriculum map- Year 6 PSHE and RSE Planning

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	● 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 ● 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 ● 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 ● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong ● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	● How important friendships are in making us feel happy and secure, and how people choose and make friends ● 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 ● 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• 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 • The conventions of courtesy and manners • 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 • 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
Online relationships	• 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• 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 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 • 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

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	