

# Highfield Primary School



## Relationships & Sex Education (RSE)

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## 1. Introduction

**Relationships Education** is delivered through Personal, Social and Health Education to all pupils in Years 1 to 6. From September 2020, parents will not be able to opt out of this curriculum.

**Sex Education** is delivered separately to Year 6. Parents can choose to withdraw their child from Sex Education.

In this policy there are links with the **Science** policy and curriculum which covers the parts of the body, puberty and changes in the body. This is delivered at an age-appropriate level from Years 1 to 6.

## 2. Statutory Requirements & Guidance

- 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](#).
- 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](#).
- The school follows the guidance set out in [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#), February 2019.
- The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019, make Relationships Education compulsory for **all** pupils receiving primary education.
- The school also follows the [Equality Act 2010](#) and the [Public Sector Duty](#).
- The school uses the [Discovery Espresso Health & Relationships Education](#) Scheme and follows the guidance of the [PSHE Association](#).

## 3. Key Principles

Relationships Education will:

- Have a clear focus on positive, strong and healthy relationships;
- Reinforce the school's values of Kindness, Cooperation and Respect;
- Teach respect and inclusivity;
- Reflect the law (including the Equality Act 2010) as it applies to relationships so that young people clearly understand what the law allows and does not allow;
- Emphasise how pupils can keep themselves safe both on and offline;

- Link with other parts of the curriculum including Science, Religious Education, Computing and (for Year 6) Sex Education.

## 4. Policy Development

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

- Review** – The Deputy Head teacher, along with the RSE Lead, worked collaboratively to collate all relevant information including relevant national and local guidance
- Staff Consultation** – All school staff were given the opportunity to look at the policy and make recommendations
- Parent/Carer Consultation** – Parents and any interested parties will be invited to attend a meeting about the policy and/or to complete a survey about the policy
- Pupils** – We will listen and respond to the views of our children to ensure the scheme of work meets the needs of all pupils

## 5. Delivery of Relationships Education

### 5.1 Different Aspects

It is important to understand how the different aspects are delivered.

- Relationships Education is delivered through the PSHE curriculum. This is for all pupils in Years 1 to 6 at an age-appropriate level.
- Biological aspects of Relationships Education (parts of the body, puberty etc.) are delivered through the Science Curriculum. This is for all pupils in Years 1 to 6 at an age-appropriate level.
- Sex Education is delivered to Year 6 only. Parents are able to withdraw their child from Sex Education.

### 5.2 Relationships Education Outline

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

### **5.3 Different Families**

The areas of learning in 5.2 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 come in many different forms. At Highfield, families include Mum and Dad, single-parent families, blended families, families headed by grandparents, LGBT+ parents, adoptive parents, foster parents/carers amongst other structures. The teaching reflects sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

At Highfield there are a range of different religious beliefs and children are taught to respect different viewpoints. The aim of Relationships Education is to encourage respect, inclusivity and reflect the law.

### **5.4 Expectations**

The Relationships Education guidance from the DfE sets out the expectations by the end of primary school. These are set out in Appendix 1.

The school follows the Discovery Espresso Relationships & Health Education scheme which incorporates the expectations set out by the DfE. There are additional objectives that go beyond the guidance and these are set out in Appendix 2.

The curriculum map where Relationships Education features is set out in Appendix 3.

### **5.5 Sharing with Parents**

The school will make provision to share the units of work (including aims, vocabulary and resources) with parents prior to them being taught. The school will also make available the resources and texts that will be used. As usual, parents would also be made aware of any visitors to school in relation to a unit of work.

### **5.6 EYFS and Knowledge Beyond the Scheme of Work**

The teaching of Relationships Education begins in Year 1, however it is likely that some of the subject matter may arise in EYFS, particularly in regards to different families. Whilst children will not be explicitly taught about different families as a unit of work, staff will acknowledge the existence of different families should it arise (e.g. a pupil identifies and talks about their family unit). This is done in line with the key principles of this policy (see part 3) and taking account of section 5.3 above.

In all year groups some pupils will almost certainly have knowledge beyond the units of work for their year group, so it is possible that during discussion, content is brought up by a pupil that goes beyond what is intended for the session. Staff will handle this sensitively and responsibly and correct any inaccuracies.

## 6. Parents Right to Withdraw

From September 2020, parents/carers **will not** have the right to withdraw their children from Relationships Education. This is set out in the ***Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019***, which makes Relationships Education compulsory for all pupils receiving primary education.

Parents/carers have the right to withdraw their children from the Sex Education delivered to Year 6.

Should you like to see the guidance from the government please visit:

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

## 7. Responsibilities

### 7.1 The Governing Body

The Governing Body will approve the Relationships policy, and hold the headteacher to account for its implementation.

After the initial development of the policy, the governing body will delegate the approval of this policy to the Standards & Achievement Committee.

### 7.2 The Headteacher

The headteacher is responsible for ensuring that the Relationships policy is taught consistently across the school.

### 7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way and by adhering to the policy and guidance
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils
- Ensuring all pupils (including those with additional needs) are able to access the lessons

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

The PSHE leader is Derya Demir, who is also responsible for Relationships Education.

### 7.4 Pupils

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

## **8. Training**

Staff are trained on the delivery of Relationship Education as part of their induction to the school and through continuous professional development. Staff will be particularly guided and supported in how to respond to pupils where their individual understanding goes beyond that of the planned unit of work. Staff can also seek support from the SEN team with regards to ensuring all pupils can access the teaching and learning.

## **9. Links with Other Policies**

- PSHE
- Science
- Religious Education
- Online Safety
- Computing
- Safeguarding and Child Protection
- Behaviour
- Anti-bullying
- Complaints

## **10. Monitoring & Review**

The delivery of Relationships Education is monitored by the School Leadership Team and the PSHE leader through a variety of ways, which may include planning scrutinies and learning walks etc.

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

This policy will be reviewed by the Headteacher every three years (see section 4).

# **Relationships Education**

## **Appendix 1**

### **Expectations - What pupils should know by the end of Primary School (Year 6)**

#### **Families and people who care for me**

- That families are important for children growing up because they can give love, security and stability
- The characteristics of 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 to their family, but that they should respect those differences and know that other children's families are also characterized 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 recognized 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, honesty, trustworthiness, loyalty, kindness, generosity, 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 managing these situations and how to seek help or advice from others if needed

## Respectful relationships

- The importance of respecting others, even when they're 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 the wider world they can expect to be treated with respect by others, and that in turn, they should show 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're not
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're 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've 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's not always right to keep secrets if they relate to being safe)
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice (e.g. family, school, other sources)

The above objectives are set out in the guidance from the DfE.



## **Appendix 2**

**Objectives beyond the Guidance - The following objectives are included in the scheme of work, but go beyond the guidance provided by the DfE.**

### **KS1: Relationships**

- to recognise that their behaviour can affect other people
- to recognise what is fair and unfair, kind and unkind, what is right and wrong
- to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- to offer constructive support and feedback to others
- that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

### **KS2: Relationships**

- to recognise and respond appropriately to a wider range of feelings in others
- that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves
- to work collaboratively towards shared goals
- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
- to recognise and manage 'dares'
- about the difference between, and the terms associated with, sex, gender identity and sexual orientation
- that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
- that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others

The above objectives are included in our PSHE Scheme of Work but go beyond the guidance set down by the DfE. Where they feature can be seen in the Curriculum Map (see Appendix 3)

### Appendix 3

#### Curriculum map where Relationships Education is covered.

##### Overview

Discovery Education Health and Relationships				
	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships
Y1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.
Y2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.
Y3	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.
Y4	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.
Y5	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.
Y6	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	<b>*Sex education:</b> adult relationships and human reproduction, including different ways to start a family.

Sex Education will be a unit delivered to Year 6.

Changing Bodies will be a unit delivered to Year 5 in Science.

## Key Stage 1 (Years 1/2)

### Unit 1 – Happy and Healthy Friendships (including anti-bullying)

	Relationships Education objectives covered	Possible Texts
<b>Statutory Guidance</b>	<ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>About different types of bullying, the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> </ul>	
<b>Scheme objectives</b>	<p><b>Relationships</b> In years 1 and 2, children focus on how friendships are formed and developing their understanding of what it means to be a good friend. They will explore kind and unkind behaviours and what to do if someone is being treated unkindly.</p> <p><b>Mental health and wellbeing</b> Children will practise naming and recognising their own feelings and how to respond in uncomfortable situations. They will explore how one person's actions can affect others and the importance of recognising other people's feelings.</p> <p><b>Safety skills and networks</b> Children will be introduced to personal boundaries, recognising their bodies' warning signs and learning about safe and unsafe situations, including how to ask for help.</p>	<p><b><i>Bob's Blue Period</i></b> By Marion Deuchars</p> <p><b><i>Beyond the Fence</i></b> By Maria Gulemetova</p>
<b>Non-Statutory</b>	<p>LI: To recognise that their behaviour can affect other people.</p> <p>LI: that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>LI: To recognise what is fair and unfair, kind and unkind, what is right and wrong</p>	

## Key Stage 1 (Years 1/2)

### Unit 2 – Families and Committed Relationships

	Relationships Education objectives covered	Possible Texts
<b>Statutory Guidance</b>	<ul style="list-style-type: none"> <li>● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>● That others' families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> </ul>	<p><b><i>The Way I feel</i></b> by Janan Cain</p> <p><b><i>The Huge Bag of Worries</i></b> by Virginia Ironside and Frank Rodgers</p> <p><b><i>Big, Red and the Little Bitty Wolf</i></b> by Jeanie Ransom</p>
<b>Scheme Objectives</b>	<p><b>Relationships</b></p> <p>In Years 1 and 2, children will learn about the characteristics of healthy family life and the love, care and security offered within families. Children will explore what their own families look like and learn that other children's families can look very different from theirs, but to respect those differences and know that other children's families are also characterised by love and care.</p>	
<b>Non-Statutory</b>	<p>LI: that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>	

## Key Stage 1 (Years 1/2)

### Unit 3 – Similarities and Differences

	Relationships Education objectives covered	Possible Texts
<b>Statutory Guidance</b>	<ul style="list-style-type: none"> <li>The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> </ul>	
<b>Scheme Objectives</b>	<p><b>Relationships</b> In years 1 and 2, children will explore how we are all special and unique, by finding and discussing similarities and differences between themselves and other children in school. They will develop their understanding of how we all have different strengths and abilities and that we may not all think and feel the same way about things or make the same choices. They will be introduced to the concept of stereotypes and explore why these can be unhelpful and unfair.</p> <p><b>Mental health and wellbeing</b> Children will practise naming different feelings and identifying when they experience them. They will explore the things that make them unique and learn to identify their own strengths and abilities in order to develop their self-respect.</p> <p><b>Safety skills and networks</b> Children will learn to recognise different emotions and show or tell other people that we like or dislike something. They will understand that their feelings should be respected.</p>	<p><b><i>And Tango Makes Three</i></b> by Justin Richardson &amp; Peter Parnell</p> <p><b><i>You're a Rude Pig</i></b> by Claudia Bolt</p> <p><b><i>Dogs Don't do Ballet</i></b> by Anna Kemp and Sara Ogilvie</p>

## Key Stage 1 (Years 1/2)

### Unit 4 – Caring and Responsibility

	Relationships Education objectives covered	Possible Texts
<b>Statutory Guidance</b>	<ul style="list-style-type: none"> <li>What sorts of boundaries are appropriate in friendships with peers and others</li> <li>About the concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe)</li> <li>That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact That families are important for children growing up because they can give love, security and stability</li> <li>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> </ul>	<b>NSPCC - PANTS</b>
<b>Scheme Objectives</b>	<p><b>Relationships</b> In years 1 and 2, children will reflect on the people that are special to them and the different communities that they belong to. They will explore their own roles within those communities and look at what separates and unites members of different communities.</p> <p><b>Mental health and wellbeing</b> Children will explore the care and support that is available to them in their communities. They will reflect on how being part of a community contributes to their sense of identity.</p> <p><b>Safety skills and networks</b> Children will learn about why we have different rules in our communities and how these help to keep us safe. They will explore who our community helpers are, and discuss safe and unsafe situations and where to turn for help, if needed.</p>	<p><i><b>I said No</b></i> by Zak and Kimberly King</p> <p><i><b>My Body! What I say goes</b></i> by Jeneen Sanders</p> <p><i><b>Digi Ducks Big Decision</b></i> by Lindsay Buck</p>

## Key Stage 2 Lower (Years 3/4)

### Unit 1 – Happy and Healthy Friendships (including online relationships)

	Relationships Education objectives covered	Possible Texts
<b>Statutory Guidance</b>	<ul style="list-style-type: none"> <li>The characteristics of friendships, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties</li> <li>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> </ul>	
<b>Scheme Objectives</b>	<p><b>Relationships</b> In years 3 and 4, pupils will build on their knowledge of friendships from KS1, reflecting on the qualities they would like to see in their friends and recognising the behaviours and characteristics they can develop themselves, such as being a good listener. They will explore common disagreements between friends and discuss how they could be resolved.</p> <p><b>Mental health and wellbeing</b> Children will reflect on ways to look after themselves, both mentally and physically. They will explore strategies for developing resilience and encouraging it in others.</p> <p><b>Safety skills and networks</b> Extending their understanding of personal space, children will look at different types of touch (e.g. hugs and high fives) and when these may be appropriate. In Year 4, children are taught about freedom and capacity in the context of permission, laying the foundations of children's understanding of consent.</p>	<i><b>The Invisible Boy</b></i> by Patrice Barton
<b>Non-Statutory</b>	LI: To work collaboratively towards shared goals.	

## Key Stage 2 Lower (Years 3/4)

### Unit 2 – Families and Committed Relationships

	Relationships Education objectives covered	Possible Texts
<b>Statutory Guidance</b>	<ul style="list-style-type: none"> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> </ul>	<p><b><i>Black Dog</i></b> by Levi Pinfold</p> <p><b><i>The Day you begin</i></b> by Jaqueline Woodson</p>
<b>Scheme Objectives</b>	<p><b>Relationships</b> In Years 3 and 4, children will learn about belonging and different types of committed relationships, including marriage. They will also learn about the rules that may be set in families and how these relate to caring.</p> <p><b>Mental health and wellbeing</b> Children will learn about changes that can occur within a family unit, including when parents separate. They will explore the emotions that can be triggered by these events and learn about self-care techniques and how to seek support and help.</p> <p><b>Safety skills and networks</b> Children will learn about boundaries and safe, appropriate behaviour in different types of relationships.</p>	



## Key Stage 2 Lower (Years 3/4)

### Unit 3 – Similarities and Differences

	Relationships Education objectives covered	Possible Texts
<b>Statutory Guidance</b>	<ul style="list-style-type: none"> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in the wider world they can expect to be treated with respect by others, and that in turn, they should show respect to others, including those in positions of authority</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> </ul>	<p><b><i>My Daddy's Going Away</i></b> by Christopher MacGregor and Emma Yarlett</p> <p><b><i>10,000 Dresses</i></b> by Marcus Ewert</p> <p><b><i>Ruby's Wish</i></b> by Shirin Yim Bridges</p> <p><b><i>The Sissy Duckling</i></b> by Harvey Fierstein</p>
<b>Scheme Objectives</b>	<p><b>Relationships</b> In years 3 and 4, pupils will look at a wider range of differences and similarities between people, including diversity of communities in the UK. They will learn about discrimination and stereotypes and how they can affect people's lives as well as how to value and show respect for others' differences.</p> <p><b>Mental health and wellbeing</b> Children will explore ways of articulating how they feel and imagining how others feel in given situations. They will also reflect on how being part of a community contributes to their sense of identity.</p> <p><b>Safety skills and networks</b> Building on their understanding of safety from KS1, children will discuss and learn about who and where to ask for help in different situations and how to do this, including risky or unsafe situations in and out of school, for themselves or others. They will investigate why rules are important for health and safety as well as how to assess and manage risk in different situations, including ways of managing and responding to negative pressure.</p>	

## Key Stage 2 Lower (Years 3/4)

### Unit 4 Caring & Responsibility

	Relationships Education objectives covered	Possible Texts
<b>Statutory Guidance</b>	<ul style="list-style-type: none"> <li>● That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact</li> <li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know</li> <li>● How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>● How to ask for advice or help for themselves or others, and to keep trying until they're heard</li> <li>● How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>● Where to get advice (e.g. family, school, other sources)</li> </ul>	
<b>Scheme Objectives</b>	<p><b>Relationships</b> In years 3 and 4, pupils will consider their own role in their families and communities and the responsibilities that they are developing as they grow up. They will explore the link between rights and responsibilities and how these influence the way we act towards one another.</p> <p><b>Mental health and wellbeing</b> Children will learn about empathy and their rights to be cared for, supported and respected. They will explore how members of a family can help each other to feel this way by sharing roles and responsibilities.</p> <p><b>Safety skills and networks</b> Children will practise recognising their own personal space boundaries through role play. They will learn that their personal space belongs to them and that they are allowed to ask people to move out of it.</p>	<p><b><i>Some Secrets Should Never be Kept</i></b> by Jayneen Sanders</p> <p><b><i>Troll Stinks</i></b> by Jeanne Willis and Tony Ross</p> <p><b><i>#Goldilocks - A Hashtag cautionary Tale</i></b> by Jeanne Willis &amp; Tony Ross</p>

## Key Stage 2 Upper (Years 5/6)

### Unit 1 – Happy and Healthy Friendships (including online relationships)

	Relationships Education objectives covered	Possible Texts
<b>Statutory Guidance</b>	<ul style="list-style-type: none"> <li>• The characteristics of friendships, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to managing these situations and how to seek help or advice from others if needed</li> <li>• That people sometimes behave differently online, including by pretending to be someone they're not</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met</li> <li>• How information and data is shared and used online</li> </ul>	
<b>Statutory</b>	<p><b>Relationships</b> In years 5 and 6, pupils will explore the concept of identity as well as the stereotypes and prejudice that can lead to people making judgements about others. They will explore how peer-pressure can affect us and how to cope with changes in friendships as they grow older, including during transition to secondary school.</p> <p><b>Mental health and wellbeing</b> Children will explore the importance of emotional health and wellbeing, investigating skills and techniques for maintaining positive emotional health and resisting negative pressure. They will explore a wider range of positive and negative emotions.</p> <p><b>Safety skills and networks</b> Children will learn to recognise stress and anxiety and how to ask for help when they are experiencing negative emotions. They will practise identifying risks and ways of resisting pressure that threatens their safety.</p>	

## Key Stage 2 Upper (Years 5/6)

### Unit 2 – Families and Committed Relationships

	Relationships Education objectives covered	Possible Texts
<b>Statutory Guidance</b>	<ul style="list-style-type: none"><li>● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li><li>● That others' families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li><li>● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li></ul>	<b><i>Sad Book</i></b>  by Michael Rosen and Quentin Blake
<b>Scheme Objectives</b>	<p><b>Relationships</b> In year 5, children will learn about diversity of relationships and some of the characteristics of a happy family or committed relationship, such as sharing interests, spending time together and being supportive of one another.</p> <p><b>Safety skills and networks</b> Children will learn about seeking help and support if something makes them uncomfortable in a relationship.</p>	

## Key Stage 2 Upper (Years 5/6)

### Unit 3 – Similarities and Differences

	Relationships Education objectives covered	Possible Texts
<b>Statutory Guidance</b>	<ul style="list-style-type: none"> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in the wider world they can expect to be treated with respect by others, and that in turn, they should show respect to others, including those in positions of authority</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> </ul>	
<b>Scheme Objectives</b>	<p><b>Relationships</b> In years 5 and 6, pupils will further explore the concept of identity and identifying their own and others' strengths and abilities. They will learn about the characteristics of safe and respectful behaviour online and offline, including respecting personal boundaries.</p> <p><b>Mental health and wellbeing</b> Children will further develop their self-worth and self-respect by celebrating their strengths and abilities and setting some goals for themselves.</p> <p><b>Safety skills and networks</b> Children will learn to identify and avoid risks online, recognise the safety network they have at school and know where to turn for support and advice outside of school.</p>	

## Key Stage 2 Upper (Years 5/6)

### Unit 4 – Caring and Responsibility

	Relationships Education objectives covered	Possible Texts
<b>Statutory Guidance</b>	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they're heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice (e.g. family, school, other sources)</li> </ul>	
<b>Scheme Objectives</b>	<p><b>Relationships</b> In years 5 and 6, pupils will look at our care needs at different stages in our lives. They will learn about the ways in which we can help, support and care for other members of our communities and how we can take more responsibility for self-care. They will investigate topics such as isolation and loneliness and explore the support network available as they transition to secondary school.</p> <p><b>Mental health and wellbeing</b> Children will learn about how isolation and loneliness can affect them, and the importance of discussing such issues and seeking support. They will explore the mental health benefits of volunteering and community participation and learn some simple self-care techniques, such as having interests and hobbies. They will find out about the importance of self-respect and how this links to their own happiness.</p> <p><b>Safety skills and networks</b> As children learn to take more responsibility and prepare for secondary school, they will learn about the importance of asking for advice and the need to keep asking until they are heard.</p>	

# **Sex Education**

## **Overview**

### **Primary sex education will focus on:**

- Sexual difference and naming body parts
- Preparing boys and girls for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation and wet dreams are a normal part of growing up
- How a baby is conceived and born, considered in the context of relationships
- Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice.

## **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 (Years 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 (Years 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 Sex Education**

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.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

### **Parents**

We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective, we:

- Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.
  - A register of any pupils who are removed from lessons will be kept and distributed to all teachers involved
- Parent's Right to withdraw

### **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation.

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

### **Special Educational Needs (SEN)**

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



## Equal Opportunities

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

### 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	