



DIOCESE OF CHICHESTER  
ACADEMY TRUST

# SEX & RELATIONSHIP EDUCATION POLICY

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<i>Type of Policy</i>	<i>Tick ✓</i>
DCAT Statutory Policy	✓
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	
Local Authority Policy	

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# I. Vision and Values

Our **vision** for our Trust is we exist to:

***Help every child achieve their God-given potential***

Our **aims** are clear. We aim to be a Trust in which:

**D**eveloping the whole child means pupils achieve and maximise their potential

**C**ontinued development of staff is valued and improves education for young people

**A**ll schools are improving and perform above national expectations

**T**he distinct Christian identity of each academy develops and is celebrated

Our work as a Trust is underpinned by shared **values**. They are taken from the Church of England's vision for Education and guide the work of Trust Centre team. They are:

## **Aspiration**

I can do all things through Christ who strengthens me  
(Philippians 4 vs 13).

## **Wisdom**

Listen to advice and accept discipline, and at the end you will be counted among the wise  
(Proverbs 19 vs 20)

## **Respect**

So in everything do to others what you would have them do to you  
(Matthew 7 vs 12)

Our vision of helping every child achieve their God-given potential is aligned with the Church of England's vision for education and is underpinned by the Bible verse from John: *I have come that they may have life, and have it to the full.*

*With God's help  
we will live kindly,  
love each other,  
learn and laugh together!*

## 2. Introduction

This document is a statement of our aims, principles and strategies used to deliver Relationship and Sex Education at March CE Primary. Our school's policy on Relationship and Sex Education (RSE) is based on the Department for Education's (DfE) document 'Relationship and Sex Education Guidance' (DFES0116/2000). Documents that inform the school's Relationship and Sex Education policy include:

- Education Act (1996);
- Learning and Skills Act (2000);
- Education and Inspections Act (2006);
- Equality Act (2010);
- Supplementary Guidance SRE for the 21st century (2014);
- Keeping children safe in education – Statutory safeguarding guidance (2016); and
- Children and Social Work Act (2017)

Revised DfE statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools).

The parental right to withdraw pupils from Relationship and Sex Education (RSE) remains, in primary education, for aspects of sex education which are not part of the Science curriculum (this is currently taught in year 5).

Relationship Education and Health Education are to become statutory for all children from 2020 – there is no right to withdraw from these aspects of the Personal, Social and Health Education (PSHE) curriculum.

At March CE Primary, we are committed to offering all pupils a first-class, child-centred education. The Christian traditions of the school make an important contribution to this. Christian values, principles and beliefs influence the curriculum and relationships in the school. Our school policy also adheres to the Church of England 'Valuing All God's Children' document (September 2019). This states that:

*In creating a school environment that promotes dignity for all and a call to live fulfilled lives as uniquely gifted individuals, pupils will be equipped to accept difference of all varieties and be supported to accept their own gender identity or sexual orientation and that of others. In order to do this, it will be essential to provide curriculum opportunities where difference is explored, same-sex relationships, same-sex parenting and transgender issues may be mentioned as a fact in some people's lives. For children of same-sex or transgender parents or with close LGBT relatives this will be a signal of recognition that will encourage self-esteem and belonging.*

*In the early years' context and throughout primary school, play should be a hallmark of creative exploration. Pupils need to be able to play with the many cloaks of identity (sometimes quite literally with the dressing up box). Children should be at liberty to explore the possibilities of who they might be without judgement or derision. For example, a child may choose the tutu, princess's tiara and heels and/or the firefighter's helmet, tool belt and superhero cloak without expectation or comment. Childhood has a sacred space for creative self-imagining.*

*Childhood needs to be a period where we can make mistakes, try things out, explore projects and identities, without having to be bound by the consequences.*

As a school, we ensure that we address all areas of Relationship and Sex Education and PSHE at an age-appropriate level and in a sensitive and inclusive manner. We have an open-door policy towards discussing any issues with parents. Our parents have access to our topics and schemes of work – this allows our parents the opportunity to support the teaching we are covering in school to be explored further at home.

We believe Relationship and Sex Education is important for all our pupils and our school because it prepares our children with the knowledge, understanding and skills which will enable them to make informed choices about their current and future relationships. It is not our job to promote any specific relationship as more important or better than another: we simply aim to engender a culture where people are free to make their own choices, free of prejudice and judgment. In line with Christian teachings, everyone is valued and loved, including those from the LGBTQ+ communities (Equalities Act 2014).

Relationship and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future. In sessions, children's understanding is evaluated using formative assessments such as mind maps. Assessments such as these aim to demonstrate what the child knew at the start of the session and how their knowledge and understanding has changed/improved. Further assessment approaches can be found on the PSHE Association schemes of work.

Relationship and Sex Education is an integral part of our PHSE programme (which follows the PSHE Association model – see PSHE Policy), an area which is considered important throughout our school. We will be guided in our teaching of it by the values and principles of the Church of England.

We believe that Relationship and Sex Education is an ongoing process, which should start in the home and continue at school. This process should happen in partnership with parents. A positive effort has, and will continue to be made to inform and involve parents.

Parents of the school are aware of when and how issues will be taught (Appendix 1). They are encouraged to come into school and view resources if they wish to do so. The school will continue to consult with them with regards to content and materials.

The school's programme of Relationship and Sex Education is embedded within the school's PSHE curriculum and helps children to respect themselves and others. The programme is tailored to the age and the physical and emotional maturity of the children and is delivered by the school staff and invited professionals.

Parents have the right to withdraw their children from all or part of any sex education provided, but not from the biological aspects of human growth and reproduction provided under the National Curriculum Science. (See Appendix 3 for Right to Withdraw form)

### 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 comment, question or meet with staff about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their Relationship and Sex Education
5. Ratification – once amendments were made, the policy will be shared with governors and ratified

#### Timeline of Actions:

Draft Policy shared with staff for consultation	March 2021
Parental letter for consultation released	15 <sup>th</sup> March 2021
LGB agreement (signed off)	May 2021

### 4. Definition

Relationship and Sex Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Relationship and Sex Education involves a combination of sharing information, and exploring issues and values.

Relationship and Sex Education is not about the promotion of sexual activity.

## 5. Aims and Objectives for Relationship and Sex Education

We aim to deliver Relationship and Sex Education in an objective, balanced and sensitive manner set within a clear framework of Christian Values. At March CE Primary we endeavour to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health and relationship related behaviour.

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).

Relationship and Sex 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

The objectives of Relationship and Sex Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood (Year 5/6 – right to withdraw\*)

### Special Educational Needs and Disabilities (SEND)

We believe that Relationships Education, Relationship and Sex Education and Health Education must be accessible for all our pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. At March CE Primary we provide quality teaching that is differentiated and personalized which will be the starting point to ensure accessibility. We are also mindful of preparing children for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

At March CE Primary we are aware that some pupils may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and Relationship and Sex Education can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. These factors will be taken into consideration when teaching these subjects.

## **6. The Teaching Programme for Relationship and Sex Education: Legal Requirements**

All schools must teach the following as part of the National Curriculum Science programme of study. Parents do not have the right to withdraw their child/children.

### **Foundation**

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

### **Key Stage 1**

Children should:

- Know the differences between things that are living and things that have never been alive.
- Know that animals, including humans, move, feed, grow, use their senses and reproduce.
- Name the main external parts, e.g. hand, elbow, knee, of the human body.
- Know that humans can produce babies and these babies grow into children and then into adults.
- Know that humans have senses which enable them to be aware of the world around them.
- Recognise similarities and differences between themselves and other pupils.

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship 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. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

### **Key Stage 2**

Children should:

- Know that there are life processes, including nutrition, movement, growth, and reproduction, common to animals, including humans.
- Know the main stages of the human life cycle.

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in Years 5 & 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Relationship and Sex Education should focus on the development of skills and attitudes not just the acquisition of knowledge.

## **7. The role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the Relationship and Sex Education consultant and the school nurse, give us valuable support with our Relationship and Sex Education programme.

### **The role of parents**

The school is well aware that the primary role in children's Relationship and Sex Education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we;

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

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

During Year 5, a letter is sent to parents/carers informing them of the nature of Relationship and Sex Education lessons about to take place. An opportunity for parents to view content of the sessions and any questions or concerns are addressed.

## **8. Delivery/Resources**

Relationship and Sex Education is delivered through Science, RE, PSHE, Citizenship, literacy activities, circle time.

Relationship and Sex Education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

Our school follows the Kapow Scheme of work that is informed by the PSHE Association scheme of work (which includes the Relationship and Sex Education teaching)] – it is taught through a spiral curriculum with areas of learning re-visited at appropriate points in the child's development. This approach helps our children to build on their prior knowledge from previous years and develop age-related skills to meet their needs. Where possible, our Relationship and Sex Education (and PSHE) teaching weaves into our topic based approach – making learning relevant and meaningful.

Relationship and Sex Education will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Distancing techniques, such as the use of characters within Relationship and Sex Education, avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes Relationship and Sex Education more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

Relationship and Sex Education is usually delivered in mixed gender groups however; there may be occasions where single gender groups are more appropriate and relevant. This happens in Year 5 and Year 6 which enables children of either sex to ask questions openly. Year 4 are introduced to developing a simple understanding of Physical and emotional changes as they grow up.

Teachers must avoid expressing an opinion or endorsing a moral point of view on the issues of abortion, sexuality, sex change, sexual identity, alternative faiths or surrogacy. It is the teachers' role to encourage an open approach, where children are free to express their opinions.

## **9. The National Healthy School Standard**

As participants in the Healthy Schools team, we:



- Listen to the views of the children in our school regarding Relationship and Sex Education – each term a group of children will be chosen to feedback to the PSHE and Relationship and Sex Education Lead on what is being taught and how we can improve our provision. This feedback will help guide our practice.
- Look positively at any local initiatives that support us in providing the best Relationship and Sex Education programme that we can devise.

## 10. Answering Difficult Questions

March CE Primary believes that pupils should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a child may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. Where teachers are unsure of this, they should explain to the child (children) that they will check this out and respond as soon as possible. Teaching staff should seek advice from the SLT (or PSHE and Relationship and Sex Education Lead) if they are need advice on how to address a difficult question. It is not the job of the teacher to have all the answers but to facilitate an open dialogue where all questions are valued. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with students and by taking an approach that encourages pupils to be mature and sensible.

If a question is too explicit or inappropriate to answer in class, teachers will acknowledge it and explain to the child that they will need to ask their parents. In these cases, staff will need to record this information (of the question and conversation had around the subject) on My Concern and speak to parents so parents/carers have the opportunity to address things at home. If a teacher is concerned that a pupil is at risk of sexual abuse they will follow the school's child protection procedures.

### Confidentiality

Teachers' conduct Relationship and Sex Education lessons in a sensitive, supporting and open manner where children feel safe to express their opinions free of judgement and prejudice. Where children make comments in Relationship and Sex Education and PSHE sessions, other children are encouraged to show respect, tolerance and sensitivity. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection – see Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate but will immediately inform the named person for Safeguarding issues (Headteacher, DHT or HSLW) about their concerns. They will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection and Confidentiality). School staff cannot promise absolute confidentiality if approached by a child for help. Staff must make this clear to children. Safeguarding procedures must be followed when any disclosures about abuse are made.

## 11. Roles and Responsibilities

### The Local Governing Body

The Local Governing Body (LGB) will approve the Relationship and Sex Education policy, and hold the head teacher to account for its implementation.

### The Headteacher /PSHE (Relationship and Sex Education) Lead

The head teacher and PSHE (Relationship and Sex Education) Lead are responsible for ensuring that Relationship and Sex Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of Relationship and Sex Education (see Appendix 1)

### Staff

Staff are responsible for:

- Delivering Relationship and Sex Education in a sensitive and age-appropriate way

- Modelling positive attitudes to Relationship and Sex Education
- Monitoring progress
- Responding to the needs of individual pupils (SEND)
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of Relationship and Sex Education

Staff do not have the right to opt out of teaching Relationship and Sex Education. Staff who have concerns about teaching Relationship and Sex Education are encouraged to discuss this with the head teacher.

Responsibilities: In addition to the responsibilities of all teachers, there are certain members of staff with specific responsibilities which is outlined below:

Head teacher	Mrs Nicky Metcalfe
Safeguarding Lead and DSL	Nicky Metcalfe, Steve Jackson and Kirsty Cass
PSHE and Relationship and Sex Education Lead	Nicky Metcalfe
Science Lead	Cordelia Renouf

## Pupils

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

## 12. Parents' right to Withdraw

Parents have the legal right to withdraw their children from the non-statutory/non-science components of sex education within Relationship and Sex Education. This component is currently taught in Year 5/6 through our Kapow video. Parents are invited to view the video before being shown to the children. Any questions or concerns are invited at this point.

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

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

Parents do not have the right to withdraw their children from relationships and health education which forms part of the PSHE curriculum.

## 13. Training

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

The head teacher/PSHE (Relationship and Sex Education) Lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching Relationship and Sex Education.

## **14. Monitoring Arrangements**

The delivery of Relationship and Sex Education is monitored by Mrs Nicky Metcalfe (PSHE and Relationship and Sex Education Lead) through:

- Planning scrutinies
- Learning walks
- Books scrutinies

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

This policy will be reviewed by LGB 3-yearly. At every review, the policy will be approved by the head teacher and the LGB.

## **15. Links to other documents:**

- Child Protection and Safeguarding Policy
- Health and Safety Policy
- PE Policy
- PSHE Policy
- ICT Policy
- SEND Policy
- Prevent (Radicalisation and Extremism) Policy
- First Aid Policy
- E-Safety Policy
- RE Policy
- Equality and Diversity Policy
- Early Years Policy
- Church of England – Valuing All God's Children (Sept 2019)

Draft Policy reviewed on March 2021 by Nicky Metcalfe (PSHE and Relationship and Sex Education Lead)

## Appendix I: Curriculum Map coverage

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and relationships	Family	Understanding that families can include a range of people and how different members of a family are related to each other.	Learning that families can be made up of different people. Understanding that families offer care, love and support.	Learning that problems can occur in families and that there is help available if needed.	Understanding that families are varied, in the UK and across the world and having respect for these differences.	Understanding that we all have different positive attributes and we should be proud of these. Learning what marriage is and that it is a choice that people make. Different types of marriage – Christian, registry, Sikh, Jewish, same sex marriage. Learning that sometimes families can make children feel unhappy or unsafe and that there is help available.	
	Friendships	To begin to understand the characteristics of positive friendships. Learning that friendships can have problems but that these can be overcome. Exploring friendly behaviours	Understanding difficulties in friendships and action that can be taken	Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.	Exploring physical and emotional boundaries in friendships. Exploring different roles related to bullying including victim, bully and bystander.	Understanding that friendships will encounter issues but that this may strengthen them. Understanding the impact of bullying and what might influence the behaviour of a Bully.	Learning that friendships can experience conflict, and ways in which to resolve conflict through negotiation and compromise.
	Respectful relationships	Learning to recognise how other people show their feelings and how to care for others. Exploring the ability to successfully work with different people. Understanding ways to help others.	Learning how other people show their feelings and how to respond to them. Exploring the conventions of manners in different Situations. Developing an understanding of self respect.	Understanding what trust is and identifying who I can trust. Learning about the effects of non verbal communication. Developing listening skills. Exploring stereotyping.	Understanding expected courtesy and manners in a range of scenarios. Understanding how my actions and behaviour affects others. Understanding stereotyping.	Learning how stereotypes can be unfair, negative and destructive.	Learning what respect is and that it is part of a relationship. Understanding that everyone deserves to be respected but that respect can be lost. Understanding stereotyping and bullying linked to it.
	Change and loss		Exploring how loss and change can affect us.		Learning what bereavement is and how to help someone who has experienced bereavement.		Understanding grief and the associated emotions. To explore the process and emotions relating to grief.

Health and wellbeing	Health and Prevention	Understanding the importance of hand hygiene. Understanding the risks of sun exposure and how to stay safe in the sun. Developing an understanding of allergies and what to do if someone has an allergic reaction.	Developing an understanding of how to look after my teeth.		Developing independence in looking after my teeth.	Understanding the risks of exposure to the sun and developing independence for protecting myself in the sun.	Understanding ways of preventing illness and the benefits of immunisation. Developing an understanding of possible signs of illness and some actions I can take.
	Physical health and wellbeing	Exploring health related jobs and people who help to keep us healthy. Understanding the importance of sleep and positive sleep habits. Exploring two different methods of relaxation: progressive muscle relaxation and laughter.	Understanding the importance of exercise and its effect on the body. Understanding when relaxation techniques can be useful and learning breathing exercises to aid relaxation.	Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest. Understanding the positive impact of relaxation on the body and learning relaxation stretches. Understanding what a balanced diet is and the effects upon mental and physical health.	Identifying what makes me feel calm and relaxed and learning visualization as a tool to aid relaxation. Understanding the skills needed for different jobs and exploring how my skills can be used to undertake certain jobs and roles.	Understanding the benefits of sleep and developing greater responsibility for ensuring good quality sleep. Understanding the relationship between stress and relaxation and exploring yoga as a technique for relaxation.	Understanding that I have a responsibility to look after my overall health, including, diet, oral hygiene, physical activity, rest and relaxation Understanding the factors which contribute to my physical and mental health Identifying a range of relaxation strategies and situations in which they would be useful
	Mental Health and wellbeing	Understanding my strengths and qualities Understanding and describing feelings and emotions	Recognising an increasing range of feelings and some strategies for managing different emotions Developing empathy Identifying personal goals and how to work towards them Exploring the need for perseverance and developing a growth mindset	Exploring my identity through the groups I belong to Identifying my strengths and exploring how I use them to help others Understanding how to overcome problems by breaking them into smaller, achievable steps	Understanding that it is normal to experience a range of emotions Developing the ability to appreciate the emotions of others in different situations Learning to take responsibility for my emotions and that I can control some things but not others Developing an understanding of mental health including experiencing problems Developing a growth mind-set, acknowledging that mistakes are useful to learning	Understanding what can cause stress and how to deal with it Exploring ways to achieve a goal, setting short-term, medium-term and long-term targets Developing the ability to take responsibility for and manage my feelings Identifying how failure can make me feel, learning to manage those feelings and that failure is an important part of success	Exploring my personal qualities and how to build on them. Learning the importance of resilience and developing strategies for being resilient in challenging situations. Identifying long-term goals and developing a plan as to how to achieve them.
Safety and the changing body	Being safe including online	Understanding how to respond appropriately to adults in a range of settings Understanding what to	Developing an understanding of being safe near roads and learning how to cross roads safely	Understanding ways to keep safe when crossing and near roads Developing skills as a	Developing an understanding of being safe online Understanding how to seek help if I need to	Developing an understanding of how to ensure relationships online are safe Recognising an	Developing an understanding about the reliability of online information Exploring online

		do if I get lost Exploring potential hazards in the home and how to avoid these Understanding the roles people have within the local community to help keep me safe Developing an understanding of appropriate physical contact	Understanding the safe use of medicines Beginning to understand the importance of staying safe online Understanding the difference between secrets and surprises Understanding the concept of privacy and naming the private parts of my body	responsible digital citizen Recognising and responding to cyberbullying Beginning to recognise unsafe digital content	Exploring the difference between private and public Understanding that age restrictions are designed to protect me Learning about the benefits and risks of sharing information online	increasing number of online risks and ways to stay safe online	relationships including dealing with problems Understanding that online relationships should be treated in the same way as face to face relationships Knowing where to get help with any online problems
	<b>Drugs, alcohol and tobacco</b>	Exploring what is and isn't safe to put in or on my body	Learning how to be safe around medicines	Exploring that people and things can influence me and I need to make the right decision for me Exploring choices and decisions that I can make	Understanding the risks associated with tobacco	Understanding the influence others can have on me Learning strategies I can use to overcome pressure from others	Understanding the risks associated with alcohol
	<b>The changing adolescent body</b>		Knowing the names of parts of my body		Developing an understanding of physical and emotional changes as I grow up	Understanding the physical changes from childhood to adulthood Developing an understanding of the main aspects of puberty, including menstruation Learning about the emotional changes during puberty	Knowing the changes experienced during puberty Understanding how a baby is conceived and develops
	<b>Basic first aid</b>	Understanding what classes as an emergency and how to make a call to the emergency services		Knowing how to call the emergency services Knowing how to respond to bites and stings	Knowing how to help someone with asthma	Knowing how to help someone who is bleeding	Knowing how to help someone who is choking Knowing how to help someone who is unresponsive

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or</li> </ul>

	<p>destructive</p> <ul style="list-style-type: none"> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
<b>TOPIC</b>	<ul style="list-style-type: none"> <li>• <b>PUPILS SHOULD KNOW</b></li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)?</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>



## Appendix 3: Parent form: withdrawal from sex education within Relationship and Sex Education

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
TO BE COMPLETED BY PARENTS			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. E.g.: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom		