



# Irthington Village School Relationships and Sex Education (RSE) Policy

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|---------------------------------------|-----------------------------------------------------|
| Date policy adopted by Governors      | November 2020                                       |
| Review date                           | September 2021                                      |
| Review schedule                       | Annually                                            |
| Review responsibility                 | Curriculum and pastoral sub-committee               |
| Signed (Head)<br><i>Lynn Harrison</i> | Signed (Chair of Governors)<br><i>Philip Prince</i> |



## **Aims**

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Ensure that pupils are happy, safe and healthy
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Teach pupils to respect themselves and others

The SRE policy is closely linked with the school vision and aims, which is to provide a safe, secure and healthy environment where all children are encouraged to be independent learners and thinkers.

## **Statutory requirements**

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

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. At our school, we will also teach additional sex education through our PSHE curriculum in order to ensure that pupils are prepared for the changes that adolescence brings and that they are equipped to manage both the physical and emotional changes associated with puberty.

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 Irthington Village School we teach RSE as set out in this policy.

## **Policy development**

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

1. Review – the Curriculum and Pastoral governors' subcommittee 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. Ratification – once amendments were made, the policy was shared with the governing body and ratified.

## **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.

## **Curriculum**

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 staff and governors, 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

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

## **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.

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

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 and healthy relationships
- Online relationships
- Being safe
- Feelings and emotions
- Valuing difference

Sex education focuses on preparing children for the changes of adolescence including:

- Growing and changing
- External body parts, including genitals
- Periods and the menstrual cycle
- Physical and emotional changes of puberty
- How a baby is conceived.

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).

## **Roles and responsibilities**

### **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.

### **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.

### **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.

Staff with responsibility for teaching RSE in school are all teaching staff, including teaching assistants. SRE will be planned for by teachers.

### **Pupils**

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

## **Parents' right to withdraw**

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE, but not from those components delivered through the science or health curriculum. Effectively, the only lessons not covered by the science or health curriculums are in Year 6 (conception and HIV).

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher after discussion.

All requests for withdrawal will be respected, but parents and carers are encouraged to make such requests only after considering the following:

- The benefits of receiving this important education
- The detrimental effects that withdrawal might have on the child, including the social and emotional effects of being excluded
- The likelihood of the child hearing their peers' version of what was said in the classes, rather than what was said by the teacher
- Whether or not parents plan to deliver sex education to their child at home.

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

## **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.

## **Monitoring arrangements**

The delivery of RSE is monitored by the headteacher and the Curriculum and Pastoral governors' subcommittee through:

- Planning scrutiny
- Staff meetings
- Learning walks
- Governor / pupil feedback sessions

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

This policy will be reviewed by the governing body annually. At every review, the policy will be approved by the chair of governors and the headteacher.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

Some elements of Sex Education are non-statutory – for further details, please contact the school

At Irthington Village School, we use the PSHE schemes of work, lesson plans and SCARF resources provided by Coram Life Education. SCARF stands for Safety, Caring, Achievement, Resilience, Friendship. The schemes of work and resources are linked to the lessons delivered by the Life Bus mobile classroom. A significant proportion of the lessons within these schemes of work relate to Relationships and Sex education (RSE). An overview by year group is outlined below.

At Irthington, we have adapted these schemes of work to meet the needs of our mixed age classes, so that in Class 1 the content for Reception and Year 1 will be covered over a period of two years; likewise, in Class 2, Year 2 and Year 3 content will be delivered over two years. In Class 3, the content for Years 4, 5 and 6 will be delivered over three years. Where there are elements of sex education which are considered inappropriate for younger pupils in the class, teachers make relevant adaptations to their planning and delivery of lessons.

| Year group | Strand                                             | Themes                                                                                                                                              | Activities                                                                                                                                                                                  |
|------------|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reception  | Me and my relationships<br>All about me            | Say what is special about themselves;<br>Recognise what makes them similar and different to others in the class.                                    | All about me story book; drawing This is Me<br>My favourite thing                                                                                                                           |
|            | Me and my relationships<br>My special people       | Say who is in their family and who is in their school family;<br>recognise similarities and differences between families;<br>Say who can help them. | All about me story book – who do you spend time with?<br>Folded book / poster – people who are special to you;<br>small world resources.<br>My helping 5, friendship stop, post a positive. |
|            | Me and my relationships<br>My Feelings             | Begin to identify a range of positive and negative feelings;<br>Explain why someone might be sad and what they can do to help.                      | Books about feelings – Elmer, The Rainbow Fish etc.,<br>role play, feel good bag, feelings cards.<br>Letter – I’m sad sometimes                                                             |
|            | Valuing difference<br>Same and different           | Understand that people are both similar and different;<br>Begin to appreciate value of these differences.                                           | Harold’s song, ‘I’m special, You’re special’; likes and dislikes, favourite things.<br>Harold shares his scarf story; role play and small world.                                            |
|            | Valuing difference<br>Different families and homes | Respect others even if they are very different from themselves;<br>Celebrate our differences as well as what we have in common.                     | The Great Big Book of Families by Mary Hoffman;<br>survey of differences.<br>Dr Seuss Come over to my house; lolly stick house                                                              |

| Year group               | Strand                                                                 | Themes                                                                                                                                                                                                                                   | Activities                                                                                                                                                                                                                     |
|--------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reception<br>(Continued) | Valuing difference<br><br>Kindness and caring                          | Understand that kindness is often more about what we do than what we say;<br><br>Demonstrate how to be kind to others.                                                                                                                   | Harold shares his scarf; kind words collection.<br><br>Friend of the day                                                                                                                                                       |
|                          | Keeping myself safe<br><br>People who help keep me safe                | Understand that when they are online they can receive unwanted messages;<br><br>Identify who to ask for help if they feel worried.                                                                                                       | Thinkuknow online safety resources; Jessie and Friends, Smartie Penguin.                                                                                                                                                       |
|                          | Rights and responsibilities<br><br>Looking after myself and my friends | Understand how they might be able to help people in their family and their friends.                                                                                                                                                      | Pictures of adults displaying different emotions; painting and drawing; fuzzy feelings jar.                                                                                                                                    |
|                          | Growing and changing<br><br>Life stages                                | Understand and explain that humans change from birth to old age;<br><br>Know that babies come from a woman's tummy; understand that children can live with someone else who looks after them instead, for example if they are adopted.   | Once there were giants by Martin Waddell; sort the ages pictures; sequence from youngest to oldest.<br><br>Read an age appropriate book about babies – There's a house inside my mummy or And Tango makes three                |
|                          | Growing and changing<br><br>Changing bodies                            | Explain the stages they go through and how they grow from a baby to an adult;<br><br>Know the names for external body parts, including genitals; understand that genitals are private                                                    | Getting bigger drawing sheet<br><br>NSPCC Pantosaurus Pants film; draw and label body parts of boys and girls.                                                                                                                 |
| Year 1                   | Health and Wellbeing<br><br>Keeping Safe                               | Recognise physical feelings and emotions associated with feeling unsafe;<br><br>Identify people who can help them when they feel unsafe;<br><br>Recognise feelings associated with loss;<br><br>Explain some school rules.               | Draw on gingerbread man outline ways in which our body shows us we feel unsafe.<br><br>Read story, 'Harold loses Geoffrey' and draw face to represent losing and finding something.<br><br>Discuss Harold's school rules.      |
|                          | Health and Wellbeing<br><br>Growing and Changing                       | Identify things they could do as a baby, a toddler and can do now;<br><br>Identify parts of the body that are private and describe how to keep them private;<br><br>Begin to understand some of the tasks required to look after a baby. | Watch film clip, Harold's Photo Album, and draw pictures to show how they have changed.<br><br>Needing the toilet at different ages activity sheet.<br><br>Role play looking after a baby, what do babies need activity sheet. |



| Year group            | Strand                                                          | Themes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Activities                                                                                                                                                                                                                                                                                                             |
|-----------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 1<br>(Continued) | Relationships<br><br>Healthy relationships                      | Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep;<br><br>Explain the difference between appropriate and inappropriate touch; understand they have the right to say “no” to unwanted touch; start thinking about who they trust and who they can ask for help;<br><br>Begin to know the difference between unkindness, teasing and bullying;<br><br>Demonstrate attentive listening skills with friends;<br><br>Give and receive positive feedback saying how this makes them feel. | Harold’s secrets and surprises story and activity.<br><br>Good or bad touches<br>NSPCC Underwear Rule - lesson and resources.<br>Unkind, tease or bully scenarios and role play<br>Sleepy Sophie story – is this bullying? Where can she get help?<br>Pair work and role play, feelings circle, passing on the praise. |
|                       | Relationships<br>Feelings and Emotions                          | Understand how our emotions can give a physical reaction in our body;<br><br>Recognise how a person’s behaviour, including their own, can affect others<br><br>Identify some of the people who are special to them;<br><br>Recognise that people’s bodies and feelings can be hurt.                                                                                                                                                                                                                                                        | Feelings charades and drawing people who can help me.<br><br>Harold has a bad day - story and discussion<br><br>Make a card for a special person;<br>Scenarios – how is the person hurt? How can they be helped?                                                                                                       |
|                       | Relationships<br>Valuing difference                             | Recognise and explain what is fair and unfair, kind and unkind;<br><br>Identify simple qualities of friendship & suggest simple strategies for making up;<br><br>Identify and begin to appreciate similarities and differences between people.                                                                                                                                                                                                                                                                                             | Circle time and ‘It’s not fair’ story.<br><br>Recipe for friendship and recipe for making up.<br>Pictures and discussion; draw 2 people with similarities and differences; Harold and friends Special talents video.                                                                                                   |
|                       | Living in the Wider World<br>Rules, rights and responsibilities | Recognise that they belong to various groups and communities; explain how these people help us and we can also ask them to help us.                                                                                                                                                                                                                                                                                                                                                                                                        | Special people balloons                                                                                                                                                                                                                                                                                                |
| Year 2                | Health and Wellbeing<br>Keeping Safe                            | Explain what privacy means and know that you are not allowed to touch someone’s private belongings without their permission.                                                                                                                                                                                                                                                                                                                                                                                                               | Georgia and Katie sleepover story                                                                                                                                                                                                                                                                                      |

| Year group            | Strand                                           | Themes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Year 2<br>(Continued) | Health and Wellbeing<br><br>Growing and changing | Identify different stages of growth and describe things people are capable of at each stage;<br><br>Identify which parts of the human body are private; explain that a person's genitals help them to make babies when they are grown up.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Discuss e-mail from Auntie Jean in Australia about how Isaac has changed since he was a baby; Haven't you grown activity sheet.<br><br>Which parts of the body might we see in different contexts – swimming, shower and so on; Label an outline of the human body, including genitals; discuss what body parts are for and which are private.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                       | Relationships<br><br>Healthy Relationships       | Identify safe secrets and unsafe secrets;<br><br>Suggest strategies for resolving conflict and maintaining positive relationships;<br><br>Demonstrate simple ways of giving positive feedback to others;<br><br>Identify types of touch they like and do not like; identify who they can talk to if someone touches them in a way that makes them feel uncomfortable;<br><br>Identify what is meant by terms 'bullying' and 'teasing' showing an understanding of the difference between the two; understand, describe and rehearse strategies for dealing with bullying;<br><br>Understand that unkindness, teasing and bullying are unacceptable ways of behaving;<br><br>Explain that if someone is being touched in a way they don't like they have to tell someone in their safety network so they can help it stop. | Discuss the difference between a secret and a surprise; role play different scenarios of secrets and surprises, focussing on whether you should tell.<br><br>Resolve playground issue scenarios using school rules as reference.<br><br>Obstacle course – pairs go round together, one in a blindfold, helping each other.<br><br>Photo cards – children being touched in different ways with different facial expressions, e'g at the doctor's, happy on grandma's lap, being held by an older child etc.; 5 people I trust.<br><br>Circle time – identify whether bullying or teasing; role play.<br><br>Harold's Party video story<br><br>Some secrets should never be kept by Jayneen Sanders, dealing with story of Lord Henry who tickled Alfred's private parts; draw your safety network in case this were to happen to you. |
|                       | Relationships<br><br>Feelings and Emotions       | Identify helpful ways of responding to other's feelings;<br><br>Recognise and explain how a person's behaviour can affect other people;<br><br>Identify people who are special to them and explain why;<br><br>Identify some of the ways that good friends care for each other;<br><br>Recognise, name and understand how to deal with feelings;<br><br>Recognise that some touches are not fun and know that they can ask someone to stop touching them.                                                                                                                                                                                                                                                                                                                                                                 | Feelings cards and role play.<br><br>How do we make others feel? Playscript.<br><br>Make a poster about yourself and your special people.<br><br>Pairs make lists of what good friends do and what good friends don't do.<br><br>Photo diaries of Harold and friends, feelings cards and discussion about how to help someone with those feelings.<br><br>Fun or not? – respond to statements describing different kinds of touch.                                                                                                                                                                                                                                                                                                                                                                                                   |

| Year group            | Strand                                                              | Themes                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 2<br>(Continued) | Relationships<br>Valuing difference                                 | Recognise and describe acts of kindness and unkindness and explain how these impact on other people's feelings;<br><br>Identify and show respect for physical and non-physical similarities and differences.                                                                                                                                                                                                                                                             | An act of kindness story sheet; circle time to discuss how to be kind.<br><br>Draw a picture of yourself labelled with physical appearance and likes and dislikes; circle time discussion.                                                                                                                                                                                                                                                                                            |
|                       | Living in the wider world<br><br>Rules, rights and responsibilities | Explain and be able to use strategies for dealing with impulsive behaviour;<br><br>Explain how it feels to be part of or left out of a group and suggest ways of helping someone who is feeling left out;<br><br>Describe and record strategies for getting on with others in the classroom.                                                                                                                                                                             | My mouth is a volcano by Julia Duff; discuss and describe strategies for dealing with anger.<br><br>If someone is being left out games and activity sheets.<br><br>Derek's Art project story; Getting on with others activity sheet.                                                                                                                                                                                                                                                  |
| Year 3                | Health and Wellbeing<br>Keeping Safe                                | Recognise and describe appropriate online and offline behaviour; identify what constitutes personal information and when it is safe to share this; understand how to get help when requests for images or information of themselves or others occurs;                                                                                                                                                                                                                    | CEOP Film Clip Lee and Kim; Super Sid's top tips for keeping safe online.                                                                                                                                                                                                                                                                                                                                                                                                             |
|                       | Health and Wellbeing<br><br>Growing and Changing                    | Recognise that babies come from the joining of an egg and a sperm;<br><br>Understand that, for girls, periods are a normal part of puberty.                                                                                                                                                                                                                                                                                                                              | Label internal female reproductive organs; periods positive activity sheet.                                                                                                                                                                                                                                                                                                                                                                                                           |
|                       | Relationships<br>Healthy Relationships                              | Suggest strategies for maintaining positive relationships with friends;<br><br>Identify when it is appropriate or not to allow someone into their body space and rehearse strategies for dealing with it;<br><br>Rehearse simple strategies for resolving conflict;<br><br>Explain some of the reasons why people are bullied and explore why people have prejudiced views;<br><br>Identify different types of relationship and describe positive healthy relationships. | Interview a friend about your friendship.<br><br>NSPCC Underwear rule; pants poster; practising being assertive.<br><br>Circle time; how can we resolve this problem activity sheet; Harold, Kiki and Derek fall out.<br><br>The story of Zeb who is blue with a red nose; discuss why people are prejudiced against him.<br><br>Make a relationships tree showing relationships, positive qualities of relationships, e.g. trust, how these are achieved and relationship negatives. |
|                       | Relationships<br>Feelings and Emotions                              | Know who they could ask if a secret made them feel uncomfortable or unsafe;<br><br>Explain what a dare is and understand that no-one has a right to force them to do a dare; suggest strategies for dealing with this.                                                                                                                                                                                                                                                   | Harold's day of secrets and surprises story sheet; role play scenarios – safe secret / unsafe secret.<br><br>Dan's Dare story sheet;                                                                                                                                                                                                                                                                                                                                                  |

| Year group            | Strand                                                              | Themes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 3<br>(Continued) | Relationships<br>Valuing<br>Difference                              | Recognise that there are many different types of family and understand what is meant by adoption, fostering and same-sex relationships;<br><br>Give examples of how to challenge another's viewpoint respectfully;<br><br>Recognise that repeated name calling is a form of bullying and suggest strategies for dealing with name calling including talking to a trusted adult.                                                                                                                                                                                                                                                                                                    | Different types of family pictures; different types of relationship vocabulary sheet; circle time;<br><br>Who said that statements – suggest ways to respond respectfully.<br><br>The Ugly Duckling by Hans Christian Anderson, drama and freeze frame                                                                                                                                                                                                                                                                                                                                                           |
|                       | Living in the Wider World<br><br>Rules, rights and responsibilities | Explain that people living in the UK have different origins; identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;<br><br>Evaluate validity of statements relating to online safety; identify potential risks and suggest strategies for safe browsing online.                                                                                                                                                                                                                                                                                                                                | Picture of multi-cultural neighbours – what makes them similar and different; question prompts and discussion.<br><br>Super searcher statement cards about visiting websites; Super Searcher tips; fake news.                                                                                                                                                                                                                                                                                                                                                                                                    |
|                       | Living in the Wider world<br><br>Caring for the environment         | Identify people who are volunteers and give reasons why people volunteer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | List volunteers; create pictures of volunteers in school                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Year 4                | Health and Wellbeing<br>Keeping Safe                                | Suggest simple strategies for managing risk, including online;<br><br>Know and explain strategies for safe online sharing and explain implications of sharing online images without consent;<br><br>Suggest people they can ask for help in managing risk;<br><br>Recognise that their feelings towards someone or something might change once they have further information;<br><br>Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from;<br><br>Understand that we can be influenced both positively and negatively and give examples of consequences of behaving in unacceptable, unhealthy or risky way. | Danger, risk or hazard activity sheet – scenarios and what you would do.<br><br>Picture wise interactive online activity – is it safe, could it be made safer, do you need consent?<br><br>Keeping ourselves safe scenario cards – safe or unsafe? What should they do? How could they get help?<br><br>Trailer of film clip The Elephant Man; discussion about the way feelings towards someone can change in a positive or negative way; when to listen to feelings and when to ignore them.<br><br>Identify where the pressure is coming from in certain scenarios<br><br>Raisin challenge; consequences game |

| Year group            | Strand                                           | Themes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 4<br>(Continued) | Health and Wellbeing<br><br>Growing and Changing | <p>Explain how different words can express intensity of feelings and how this might enable them to seek help;</p> <p>Understand how the onset of puberty can have an emotional as well as a physical impact;</p> <p>Know the correct terminology for genitalia; understand and explain why puberty happens;</p> <p>Know the key facts of the menstrual cycle and understand some of the ways to cope better with periods; understand that periods are a normal part of puberty for girls.</p>                                                                                                                                                                                                   | <p>Email from Harold after visit to Diversity World theme park; intensity of feelings emotions cards.</p> <p>Hot seating teenager v parent arguments.</p> <p>Groups draw or write parts of body men and women have in common and those which are different; discussion about puberty and who to talk to.</p> <p>Looking at examples of feminine hygiene / sanitary products; Kidshealth website – menstrual cycle video clip; true or false period quiz.</p>           |
|                       | Relationships<br><br>Healthy Relationships       | <p>Explain what we mean by a positive, healthy relationship;</p> <p>Recognise that there are times when they might need to say 'no' to a friend;</p> <p>Understand that they have the right to protect their personal body space and know who to talk to if they feel uncomfortable.</p> <p>Understand the need to and suggest ways to manage conflict through negotiation and compromise;</p> <p>Understand that marriage is a commitment to be entered into freely and discuss reasons why a person would want to be married, or live together, or have a civil ceremony; know the legal age for marriage in the UK; recognise that marriage includes same sex and opposite sex partners.</p> | <p>Pictures of groups of friends – why might they be friends; messages from friends scenario cards – ok, not ok, in between the two?</p> <p>Replies to message from friends – ok, not ok?</p> <p>Musical islands; NSPCC Underwear rule; body space and how to deal with it.</p> <p>Can you sort it? Scenario cards – resolving conflicts with friends.</p> <p>Compare fairy stories which end in marriage; Circle time discussion – who chooses who you can marry?</p> |
|                       | Relationships<br><br>Feelings and Emotions       | <p>Recognise how different surprises and secrets might make them feel and know who they could ask for help if a secret made them feel uncomfortable;</p> <p>Suggest strategies for managing dares.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Harold's day of secrets and surprises story; scenario cards.</p> <p>Scenario cards – which ones are dares? How would you respond?</p>                                                                                                                                                                                                                                                                                                                               |
|                       | Relationships<br><br>Valuing difference          | <p>Recognise different types of relationship and how they influence what is shared;</p> <p>Identify ways in which everyone is unique; recognise that there are times they will make the same choices as their friends and times when they will choose differently.</p> <p>Recognise consequences of aggressive behaviour and suggest strategies for dealing with someone who is behaving aggressively.</p>                                                                                                                                                                                                                                                                                      | <p>Umar helps Henry story; define friends and acquaintances; drama conversations.</p> <p>Five things that make me; diversity world map – something for everyone in the class.</p> <p>Reasons for friendships; can people be friends with people who are different to them; negative effect of aggression; aggressive behaviour apology cards.</p>                                                                                                                      |

| Year group            | Strand                                                              | Themes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Activities                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 4<br>(Continued) | Living in the wider world<br><br>Rules, rights and responsibilities | List some ways in which people are different, including ethnicity, gender, religious beliefs, customs and festivals; demonstrate ways of showing respect to others' differences;<br><br>Explain how the role of the bystander can influence bullying or anti-social behaviour in a positive or negative way;<br><br>Understand and identify stereotypes, including those promoted in the media;<br><br>Identify some rights and responsibilities that come with these.                                                                                                                                                                                             | The people we share our world with – similarities and differences.<br><br>Role play; conscience alley; the role of the bystander.<br><br>What is a stereotype?; newspaper headlines.<br><br>These are our rights; UN rights for children.                                                                                                                                                                         |
| Year 5                | Health and Wellbeing<br><br>Keeping Safe                            | Understand and rehearse assertiveness skills;<br><br>Demonstrate and rehearse strategies for dealing with, and supporting others with, face-to-face and online bullying;<br><br>Understand that online communication can be misinterpreted and accept that responsible / respectable behaviour is necessary online as well as face to face;<br><br>Know how to protect personal information; recognise that people aren't always who they appear to be online and explain risks of being friends with a person they have not met face to face.                                                                                                                     | Scenarios to resist cajoling from friends; role play being passive or assertive.<br><br>Spot bullying videos – Jasmine's story, Emma's story, Josh's story; bullying or cyberbullying?<br><br>bCyberwise online communication activity; read online messages and rehearse saying them in different ways.<br><br>CEOP Thinkuknow films – playing online games, online sharing, online behaviour.                   |
|                       | Health and Wellbeing<br><br>Growing and Changing                    | Identify some products they may need during puberty and why; know what menstruation is and why it happens; know the correct words for the external sexual organs; discuss some of the myths associated with puberty;<br><br>Know what menstruation is and why it happens, know the correct words for the external sexual organs and discuss some of the myths associated with puberty will be covered in the statutory science curriculum at this age which parents cannot withdraw their children from;<br><br>Recognise how our body feels when we experience a range of emotions; describe how to be resilient in order to find someone who will listen to you. | Personal hygiene products, (deodorant, shower gel, spot cream, sanitary products, pair of pants and so on); discussion and teaching about changes in puberty for boys and girls and demonstration of how to use products.<br><br>Emotions and feelings true or false? Puberty glossary of terms; labelling external body parts, including genitals.<br><br>Help! I'm a teenager – get me out of here! (Scenarios) |
|                       | Relationships<br><br>Healthy relationships                          | Identify consequences of positive and negative behaviour on themselves and others;<br><br>Identify people who we trust; understand what types of touch are acceptable or unacceptable and describe strategies for dealing with situations with inappropriate touch;<br><br>Describe strategies for resolving difficult issues or situations;                                                                                                                                                                                                                                                                                                                       | It could happen to anyone scenarios – how to respond.<br><br>NSPCC Underwear true and who we trust.<br><br>Explore conflicts and suggest ways to resolve them.                                                                                                                                                                                                                                                    |

| Year group            | Strand                                                       | Themes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Activities                                                                                                                                                                                                                                                   |
|-----------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 5<br>(continued) | Relationships<br>Healthy relationships<br>(Continued)        | Identify what makes a relationship unhealthy and who they could talk to if they needed help;<br><br>Recognise that some people can get bullied because of the way they express their gender and give examples of how bullying behaviours can be stopped;                                                                                                                                                                                                                                               | Relationship cake recipe and baking – healthy or unhealthy.<br><br>Circle time discussion about bullying linked to gender, expression or sexuality                                                                                                           |
|                       | Relationships<br>Feelings and Emotions                       | Give examples of key qualities of friendship and reflect on own friendship qualities;<br><br>Identify situations where someone might need to break a confidence in order to keep someone safe;<br><br>Explain why someone might give a dare and suggest ways of standing up to someone who gives a dare;<br><br>Understand that the information we see online is not always true or accurate; understand sometimes people post untrue things about themselves or others so that people will like them; | Role play and quiz – how good a friend are you?<br><br>Chris's secret story sheet, Dear Ash problem page letters.<br><br>Ella's diary dilemma – what should Ella do?<br><br>"Fakebook" profiles and circle time discussion.                                  |
|                       | Relationships<br>Valuing difference                          | Describe ways of making a friendship last and explain why friendships sometimes end;<br><br>Demonstrate respectfulness in responding to others;<br><br>Develop an understanding of discrimination and its injustice; empathise with people who have been and currently are subjected to injustice, including through racism; consider how discriminatory behaviour can be challenged.                                                                                                                  | Qualities of friendship charades; top 3 qualities vote and survey.<br><br>Speaking, listening, observing game; conversation starters; kind conversations.<br><br>The Story of Rosa Parks.                                                                    |
|                       | Living in the Wider World<br>Rules, rights, responsibilities | Describe benefits of living in a diverse society; explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.                                                                                                                                                                                                                                                                                                                                               | Land of the Red People story sheet; UK jigsaw – metaphor for diverse society.                                                                                                                                                                                |
| Year 6                | Health and Wellbeing<br>Healthy Lifestyles                   | Know that all people are unique but we have more in common than what is different about us; consider how a bystander can respond to someone being rude, offensive or bullying someone else; demonstrate ways of offering support;<br><br>Explain how HIV affects the body's immune system; know how a person can protect themselves from HIV;                                                                                                                                                          | Discussion & role play re diversity in society (of race, religion, age, gender identity, sexuality, disability, sex) and greater likelihood of them being bullied or picked on.<br><br>Illnesses and infections, including HIV and misconceptions around it. |
|                       | Health and Wellbeing<br>Keeping Safe                         | Describe safe and respectful behaviours when using communication technology;                                                                                                                                                                                                                                                                                                                                                                                                                           | bCyberwisesafe It's a puzzle online game; exploring cyber safety, cyber crime and cyber ethics.                                                                                                                                                              |

| Year group            | Strand                                              | Themes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Activities                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 6<br>(continued) | Health and Wellbeing<br>Keeping Safe<br>(Continued) | <p>Understand and describe the ease with which something posted online can spread and that it cannot be easily or reliably removed;</p> <p>Know that it is illegal to create and share sexual images of children under 18 years old; explore the risks of sharing photos and films of themselves with other people directly or online;</p> <p>Understand the risks of sharing images online; understand that people can feel pressured to act in certain way because of influence of peer group.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>NSPCC guide to online games and social networks; story of something small that grew quickly linked to 'going viral'; traffic lights – share or not to share.</p> <p>'I saw your willy' NSPCC film – what is legal / illegal and moral / immoral to share.</p> <p>'Lucy and the boy' NSPCC film – online pressure to share images.</p>                                 |
|                       | Health and Wellbeing<br>Growing and changing        | <p>Define puberty and explain some of changes associated with it; suggest ways to help someone challenged by changes in puberty; understand what FGM is and that it is illegal in this country; know where to find support if concerned about their own or another's safety;</p> <p>Recognise how media can sometimes reinforce gender stereotypes; recognise that people fall into a wide range of what is seen as normal; challenge stereotypical gender portrayals;</p> <p>know a variety of ways in which the sperm can fertilise the egg to create a baby; know the legal age of consent and what it means.</p> <p>Define puberty and explain some of changes associated with it; suggest ways to help someone challenged by changes in puberty; identify changes that happen through puberty to allow sexual reproduction to occur will be taught through the statutory science curriculum which parent cannot withdraw their children from.</p> | <p>Puberty statements – true or false – agony aunt letters; ownership of body and sensitive explanation of FGM.</p> <p>Explore examples of gender stereotypes in magazines and media.</p> <p>Recap puberty for reproduction discussion; conception and pregnancy timeline; other forms of conception (IVF, surrogacy), and having children (adoption); legal issues.</p> |
|                       | Relationships<br>Healthy relationships              | <p>Recognise some of the challenges that arise from friendships and suggest respectful and assertive strategies for dealing with them;</p> <p>Recognise and empathise with patterns of behaviour in peer group dynamics; suggest strategies for dealing assertively with a situation;</p> <p>Know the law around the ages at which a person can marry; understand that everyone has the right to be free to choose who and whether to marry</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Friendship problems – basket or bin activity; healthy balanced, positive friendships or not.</p> <p>Drama and role play – Ben tries to encourage Jack to drink some alcohol; list assertive behaviours.</p> <p>Childline film – Layla's arranged marriage; mix and match partnership descriptions and definitions.</p>                                                |



| Year group            | Strand                                                              | Themes                                                                                                                                                                                                                                                                                                                             | Activities                                                                                                                                                                                                                                                                                  |
|-----------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       |                                                                     | Recognise that some physical contact can produce strong negative feelings; know that some inappropriate touch is also illegal.                                                                                                                                                                                                     | Evaluate scenarios describing different types of physical contact and touch – how would I feel? Appropriate, inappropriate or illegal?                                                                                                                                                      |
| Year 6<br>(Continued) | Relationships<br><br>Valuing difference                             | Describe qualities of a strong, positive friendship;<br><br>Demonstrate ways of showing respect to others, using verbal and non-verbal communication;<br><br>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; suggest strategies for dealing with bullying as a bystander. | Groups make a mock TV advert for a good friend demonstrating what they believe to be most important qualities.<br><br>Cultural norms in different parts of the world; sorting statements - respectful and disrespectful.<br><br>It's OK to be different – bullying and bystander behaviour. |
|                       | Living in the Wider World<br><br>Rules, rights and responsibilities | Know the legal age for having a social media account; understand why people don't always tell the truth online;<br><br>Understand and explain the term prejudice; describe diverse groups in UK and benefits of living in a diverse society; explain importance for mutual respect for different faiths and belief.                | Social media sites and the laws around using them; Fakebook friends; misleading profiles.<br><br>Fictional newspaper report about dispute over proposals to build a new place of worship; definition of prejudice, RESPECT acrostic.                                                        |

## 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 destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> |

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

### Appendix 3: Parent form: request from withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS                                                                             |  |       |  |
|--------------------------------------------------------------------------------------------------------|--|-------|--|
| Name of child                                                                                          |  | Class |  |
| Name of parent                                                                                         |  | Date  |  |
| Reason for requesting withdrawal of my child 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 |  |
|                                             |  |