



Brompton & Sawdon CP School

Relationship and sex education policy: March 2023

Approved by:	Governing Body	Date: March 2023
Last reviewed on:	March 2021	
Next review due by:	March 2025	

1. Aims

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

- Provide a framework in which sensitive discussions can take place
- 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

2. Statutory requirements

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

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). At Brompton & Sawdon CP School, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all relevant school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to provide feedback and ask questions about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. 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 parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education (for students in Year 5 & 6 only) 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.

6. Delivery of RSE

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

Pupils also receive stand-alone sex education sessions delivered by 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 relationships
- Online relationships
- Being safe

For Sex Education, the school uses the Busy Bodies scheme, as it has done successfully previously. See here for more information: <http://www.socialworkerstoolbox.com/education-puberty-10-14yrs-old-busy-bodies-adolescent-development-programme/>

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; father & mother, 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).

However, teaching will not prescribe, endorse or affirm any particular lifestyle choice or belief. It will also not directly conflict with the religious or philosophical convictions of individual students or staff members. The purpose of the teaching will be to increase students' awareness and understanding of relationships (especially those with which they are less familiar) in today's 'modern society'.

Brompton & Sawdon CP School's vision of 'modern society' is one which recognises both the traditional views that some people and school users may have alongside more recently developed viewpoints. Brompton & Sawdon CP School will not, to the best of its endeavours, promote, celebrate or diminish any one particular ideology over another, nor does it believe that traditional values have any less regard in society and in education than those more recently formed.

The teaching of RSE and PSHE at Brompton & Sawdon CP School promotes the idea that people with different viewpoints can live in harmony, disagreeing with one another amicably and respectfully but also understanding, where possible, one another's viewpoints. Teachers are very careful to ensure that school users' views are held in the same regard, unless they contradict the PREVENT duty. Teachers, where appropriate, will hold meaningful class discussions with children if they have conflicting views, ensuring that the value of each viewpoint is not diminished or not enhanced over another.

To ensure a consistency of approach and to avoid confusing subject matter, any element of our PSHE/RSE curriculum will ONLY be taught in specific PSHE sessions and not appear in any other subject area. This is to ensure that any unfair bias to one particular element of the curriculum or over referencing one subject area. The only exception to this is where subject matter may spontaneously come up in conversation in class, where it is good practice for teachers to address this with students, if age-appropriate.

Similarly, any aspect of the RSE curriculum which explores the non-statutory elements of sex education will be taught in specific lessons named Sex and Relationships Education. This is in order that parents/carers understand that clear definition of what is being taught and their right to withdraw.

Any resources that are designed for use in PSHE and RSE will also ONLY be used in these sessions and only where they have a true value for learning in relation to the given objective. These resources will not be used in other curriculum subjects where the learning in those sessions is not explicitly and solely covered by the resource.

The delivery of RSE sessions, especially elements relating to Sex Education, will be taught in an age-appropriate, respectful, engaging and informative manner. Where appropriate, staff members will answer all students' questions, in an age-appropriate context, in a non-judgemental, safe and open environment. In their responses and teaching, teachers will avoid any bias to a particular lifestyle choice or belief. They will, however, fulfil their duty to negate ideologies or beliefs that are radicalised, as part of their PREVENT duty.

In order to maintain the age-appropriateness of sessions, teachers may decide to break-up their mixed-aged classes, so that younger students do not experience any learning which is not age-appropriate and, conversely, older students receive their full curriculum entitlement and are prepared for the next stage in their development.

7. Roles and responsibilities

7.1 The governing board

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

The governing board will also monitor, alongside the headteacher, the content and delivery of the curriculum, so that adheres to the principles and spirit of the policy.

Governors will also ensure that the content and delivery of the curriculum does not advertently or inadvertently discriminate or promote one particular lifestyle or belief over another.

The development or adaption of the policy should come to the governing body for approval, before implementation.

7.2 The headteacher

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

The headteacher will monitor the content and delivery of the curriculum, so that adheres to the principles and spirit of the policy.

The headteacher will also ensure that the content and delivery of the curriculum does not advertently or inadvertently discriminate or promote one particular lifestyle or belief over another.

The headteacher will also lead in the continuous development of the curriculum so that it reflects the needs of the school community, especially in relation to the mental health of stakeholders involved in the curriculum.

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way which does not prescribe, endorse or affirm any particular lifestyle choice or belief or directly conflict with religious or philosophical convictions.
- 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/non-science components of RSE

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

The staff responsible for the delivery of RSE are:

- Mr Gareth Robinson (Headteacher)
- Mr Mike Agar (HLTA / PSHE Teacher)

7.4 Pupils

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

8. Parents' right to withdraw

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

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. For clarity, these sessions will be standalone sessions titled Sex and Relationships Education.

Where children are removed from any session, through a parent's right to withdraw, the school will endeavour to protect these children from stigmatism or bullying. The headteacher will provide feedback to the governing board (maintaining pupil anonymity) where students, staff or parents raise concerns over bullying or stigmatism. This is so the school will have an opportunity to discuss procedures to prevent this from happening, as it directly conflicts with our school's ethos.

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

Alternative work will be given to pupils who are withdrawn from sex education but no direct reference to being 'withdrawn' will be made to the pupil or their class.

9. Training

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

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

10. Monitoring arrangements

The delivery of RSE is monitored by the headteacher through learning walks and pupil interviews.

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

This policy will be reviewed by the headteacher every 2 years. At every review, the policy will be approved by The Governing Body.

Appendix 1: Curriculum map

Relationship education is a key component of our PHSE curriculum from Reception to Year 6, and indeed through our everyday conversations regarding the school pillars. The PHSE curriculum content is outlined below. Sex Education is only delivered to Year 5 and 6 pupils in Summer term.

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.

Brompton and Sawdon Primary School: PHSE / SRE Long term plan – all classes						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1 (Y1)	Me and my relationships	Keeping myself safe	Keeping myself safe	My healthy lifestyle	Me and my relationships	Me and my future
	Becoming an active citizen (all year)					
Class 2 (Y2, Y3)	Me and my relationships	Keeping myself safe	Keeping myself safe	My healthy lifestyle	Me and my relationships	Me and my future
	Becoming an active citizen (all year)					
Class 3 (Y4, Y5, Y6)	Me and my relationships	Keeping myself safe	Keeping myself safe	My healthy lifestyle	Me and my relationships	Me and my future
						Puberty Sex Education (Y5,Y6)
	Becoming an active citizen (all year)					

Brompton and Sawdon Primary School: PHSE / SRE Long term plan – Class 1 (YR, 1)

See <https://www.1decision.co.uk/info/1decision-eyfs-early-learning-goals-mapping-document.pdf> for additional resources

Year	A1	AU2	SP1	SP2	SU1	SU2
Every year	<p>Me and my relationships I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention</p> <p>I know what being a good friend means both on and offline and how they should make us feel happy and secure</p> <p>I can play and work cooperatively I can listen to other people and show them respect</p> <p>I can share appropriately I can recognise that my behaviour affects others both on and offline</p> <p>I know the difference between right and wrong, fair and unfair and kind and unkind both on and offline</p> <p>I can recognise there are different types of teasing both on and offline</p> <p>I know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>I know how to be nice to people both on and off line</p>	<p>Me and my relationships I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention</p> <p>Keeping myself safe I know the role of medicines in promoting health, the reasons why people use them and the rules on safe use of medicines</p> <p>I know that some substances can help or harm the body including household substances like dishwasher tablets</p> <p>I recognise the need for safety rules –road, fire, water, rail, farm, school environment, playground, online and home and I can follow the rules</p> <p>I can name an adult in school who can help me and I know there are people and services who can help us including how to call 999 in an emergency</p> <p>I know I have a responsibility to keep myself and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ including knowing that they do not need to keep secrets both on and offline</p>	<p>Me and my relationships I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention</p> <p>Keeping myself safe I know the internet has many benefits but I know I need to balance my time spent on and offline</p> <p>I know that people you don’t know are strangers and this applies online as well as well as off line</p> <p>I know that when people I don’t know ask me for private information I don’t share it online or in person</p> <p>I understand that some websites, games and social media sites have age restrictions and I know where to get help if I see something I am unhappy with online</p> <p>I can talk about my emotions and recognise them in others</p> <p>I know what makes me happy</p> <p>I understand what being resilient means to me and I have strategies I can use</p> <p>I know some of the reasons why change can feel uncomfortable and I know some of the ways of dealing with the feelings that sometimes arise from changes</p>	<p>Me and my relationships I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention</p> <p>My healthy lifestyle I know the importance of personal hygiene and I am able to wash my hands properly, regularly wash my body and clean my teeth twice a day</p> <p>I understand what physical and mental health means and that all humans have it</p> <p>I know how to keep my body healthy through being active, healthy eating, getting enough rest, dental health, sun protection and looking after my emotional wellbeing</p> <p>I can recognise what I like and dislike, how to make real, informed choices that improves my physical and emotional health and to recognise that choices can have good and not so good consequences</p>	<p>Me and my relationships I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention</p> <p>Me and my relationships I know that there are different types of relationships including families, friends and others (this includes same sex families) and I respect those differences</p> <p>I know that family and friends should care for each other and families can give love, security and stability</p> <p>I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help I know the names for the main body parts (including external genitalia) and why it is important to keep them private</p> <p>I understand what is meant by ‘privacy’; my right to keep things ‘private’ and the importance of respecting others’ privacy both on and offline and between friends</p>	<p>Me and my relationships I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention</p> <p>Me and my future I can recognise the coins and notes we use</p> <p>I can choose the correct value of coins and calculate change</p> <p>I know that we have to pay for what we buy</p> <p>I know how to keep money safe</p> <p>I know that I don’t have to spend my money but can save it to use later</p> <p>I can set myself simple goals I can identify positive things about myself and recognise and celebrate my strengths and say what I enjoy about school and things I do outside of school</p> <p>I can describe the work that people do in my family, my school and where I live.</p> <p>I can identify positive achievements during my time in Year 1 I can identify my strengths, areas for improvement and set myself some goals for Year 2</p>
	<p>Becoming an active citizen (Y1): I can express a simple opinion, agreement and disagreement</p> <p>I can respectfully ask questions and listen to the answers</p> <p>I play a full part in the life of my classroom</p> <p>I can agree and follow rules for my group and classroom</p> <p>I understand the role of the school council and I am able to vote for the members and if chosen to be on the school council I can represent the views of others</p>					

AUTUMN 1		AUTUMN 2	
Me and my relationships		Keeping myself safe	
Y2	Y3	Y2	Y3
<p>I recognise the different forms in which Child on Child abuse can manifest itself.</p> <p>I can suggest how to help prevent this.</p> <p>I understand how to ask for help should I experience or see this.</p> <p>I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention</p> <p>I know the ‘recipe’ for being a good friend both on and offline and that trust is a core ingredient</p> <p>I know that there are different types of negative behaviours, bullying and teasing both on and offline I know that these behaviours are wrong and know how to deal with them including if I experience or witness it, I know how to get help</p> <p>I can listen to others and respect their viewpoints I can identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically)</p>	<p>I recognise the different forms in which Child on Child abuse can manifest itself.I can suggest how to help prevent this.</p> <p>I understand how to ask for help should I experience or see this.</p> <p>I know how other families are similar or different to mine (this includes same sex),</p> <p>I respect those differences and I know families as characterised by love and care</p> <p>I understand that it is OK to be different to others</p> <p>I understand about growing and changing and new opportunities and Responsibilities both on and offline that increasing independence may bring</p> <p>I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention</p> <p>I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g not violent I can describe the nature and consequences of negative behaviours, bullying both on and offline and express some ways of responding to it even if I am not the target of the behaviour I can still get help (this includes different types of bullying, how to recognise it, how to seek help and coping strategies)</p> <p>I can empathise with other people and understand how people can react differently to the same situation</p> <p>I can listen to and show respect for the views of others both on and offline</p> <p>I know the importance of valuing myself I can recognise and challenge stereotypes (including supporting trans children)</p> <p>I know about change and loss including separation, divorce and bereavement and the associated feelings</p>	<p>I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention</p> <p>I use simple skills which will help to maintain my personal safety both on and offline</p> <p>I understand that all drugs can be harmful if not used properly</p> <p>I know simple rules about medicines and other substances used in the home, including solvents which can be harmful if not used properly</p> <p>I can recognise and say what is right and wrong both on and offline</p> <p>I understand that pressure to behave in an unsafe way can come from a range of people, including people I know and online</p> <p>I know how to ask for help when I need it and can name a range of people who can help me including how to call 999 in an emergency</p> <p>I know the difference between secrets and surprises both on and offline and understand what is not a good secret to keep</p>	<p>I can identify and explain how to manage risks in different situations including on and offline</p> <p>I can make judgements and decisions and use basic techniques for resisting negative peer pressure both on and offline</p> <p>I can explain how my behaviour may have consequences for myself and others both on and offline</p> <p>I can demonstrate basic safety procedures when using medicines, sun protection, crossing roads, riding a bike, swimming etc</p> <p>I know school rules for health and safety, basic first-aid procedures and where to get help for myself and others in need including how to call 999 in an emergency</p>

SPRING 1		SPRING 2	
Keeping myself safe		My healthy lifestyle	
Y2	Y3	Y2	Y3
I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention		I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention	
<p>I know the internet has many benefits but I know I need to balance my time spent on and offline and I adhere to the age rating of computer games I have an understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure I am safe online</p> <p>I know that people sometimes behave differently online, including friends or by pretending to be someone they are not I have an understanding of what a healthy online friendship is and awareness of the risks associated with people I have never met</p>	<p>I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of computer games I have a growing understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure myself and my friends are safe online I know how to report concerns and get support with issues online</p>	<p>I know that a healthy lifestyle includes being physically active, rest , healthy eating, dental health, sun protection and emotional health and I can give examples of what I do on a daily and on a regular basis to keep myself healthy</p> <p>I can make simple choices to improve my physical and emotional health</p> <p>I know how diseases are spread and how they can be controlled and my responsibilities for my own and others health, I can wash my hands properly</p> <p>I can recognise and name a range of feelings and understand that we all experience emotions in relation to different experiences and situations</p> <p>I have simple strategies to manage my feelings I understand what being resilient means to me and I have strategies I can use</p> <p>I know that even changes we want to happen can sometimes feel uncomfortable but I have identified ways I manage those feelings</p>	<p>I can make choices about my lifestyle to improve my health and well-being and recognise that choices can have good and not so good consequences</p> <p>I know what are the good habits for looking after my growing body- physically and emotionally on a daily and regular basis I know the benefits of physical exercise and time outdoors</p> <p>I know how to look after my mental wellbeing through some self-care techniques e.g relaxation, benefits of hobbies and interests etc I can communicate my feelings to others, recognise how others show feelings and know to respond appropriately I understand what being resilient means to me and I have strategies I can use I can understand why other people are behaving as they are when they are finding change difficult</p>
<p>Becoming an active citizen: Y2</p> <p>I can take part in discussions/simple debate with others about topical issues</p> <p>I know that people and other living things have needs and recognise my own responsibility to meet those needs</p> <p>I can contribute positively to the life of the class and the school</p> <p>I understand the role of the school council, am able to vote for the members and have contributed an idea to it</p> <p>I know that I belong to different groups and communities ie school, family</p> <p>I know what improves and harms the environment and about some of the ways people look after them</p> <p>I know some ways to look after my environment</p>			
<p>Becoming an active citizen: Y3</p> <p>I can participate in making and changing rules</p> <p>I know why different rules are needed in different situations</p> <p>I know that choices we make can impact on the local, national and global communities</p> <p>I know where to find impartial advice to inform my decision making</p> <p>I understand the media can be biased I can empathise with other people and situations through topical issues, problems and local and global events</p>			

SUMMER 1		SUMMER 2	
Me and my future		Me and my relationships	
Y2	Y3	Y2	Y3
<p>I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention</p>		<p>I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention</p>	
<p>I know that we can pay for things in a range of ways and that even when not using cash, money is being used</p> <p>I understand that the choices we make affect ourselves and others</p> <p>I can explain the difference between needs and wants</p> <p>I understand individuals and families have to find ways to balance wants and needs</p> <p>I understand that it may not be possible to have everything you want, straight away, if at all</p> <p>I can describe why learning is important</p> <p>I am positive about who I am, what I have achieved and take into account what other people say about me</p> <p>I am aware of stereotypes and that everyone does have the same choices and opportunities in learning, careers and work (genders, different ethnicities, different backgrounds, etc)</p>	<p>I know how to look after and handle money in everyday situations</p> <p>I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity</p> <p>I know there are different ways to gain money, including earning it through work</p> <p>I understand that money is a finite resource for individuals, institutions and the community</p> <p>I begin to understand why we have charities</p> <p>I can explain why people work and the different jobs that people do and can challenge some of the work stereotypes</p> <p>I am aware that the learning choices I make will affect my future options.</p> <p>I can talk positively about what I like to do and what I would like to do in the future</p>	<p>I know the characteristics of a healthy family life and the importance of caring for each other and spending time together</p> <p>I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help</p> <p>I know about the changes that have happened to my body since birth and the process of growing from young to old and how people’s needs change</p> <p>I have an understanding of stereotypes and how these can have a negative impact (e.g gender, age)</p> <p>I understand the importance of valuing of one’s own body and recognising its uniqueness</p> <p>I know the names for the main body parts (including external genitalia) and the similarities/ differences between most boys and girls</p> <p>I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers)</p> <p>I can identify positive achievements during my time in Year 2</p> <p>I can identify my strengths, areas for improvement and set myself some goals for next year</p>	<p>I can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships) both on and offline I understand that relationships both on and offline may change over time and how to ask for help if this make me unhappy I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them I understand the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult</p> <p>I can identify positive achievements during my time in Year 2</p> <p>I can identify my strengths, areas for improvement and set myself some goals for next year</p>

ALL YEAR

Becoming an active citizen

Y4	Y5	Y6
<p>I can acknowledge that others have different points of view both on and offline</p> <p>I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules in school</p> <p>I can recognise aggressive and anti-social behaviours both on and offline such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers</p> <p>I can begin to respond to, or challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and racism</p> <p>I understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices and viewpoints</p> <p>I understand how my choices may impact on the environment</p> <p>I can describe the values of the school and know why they are important</p> <p>I can describe the 'British Values' and give examples of what they mean in school and in society</p> <p>I can demonstrate respect and tolerance both on and offline towards people different from myself</p>	<p>I know what democracy is and how a democratic government works</p> <p>I have taken part in democratic events in school (eg: voting for school council, mock election)</p> <p>I understand the consequences of breaking the law and how the criminal justice system works in the UK</p> <p>I know how to access local and national support groups both on and offline</p> <p>I know that circumstances in other countries and cultures may be different from our own</p> <p>I understand why some people have chosen to leave their country and migrate to the UK</p> <p>I understand the difference between economic migrant, asylum seeker and refugee</p> <p>I know about Fair Trade and what it means</p> <p>I know that individual and community rights and responsibilities need to be taken into account when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc)</p> <p>I understand that choices we make as individuals, a community and a nation impact internationally</p> <p>I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances</p> <p>I can recognise and challenge stereotypes</p> <p>I know where to find impartial advice to inform my decision making and understand about media bias</p> <p>I can express my views confidently and listen to and show respect for the views of others</p> <p>I can talk and write about my opinions confidently and listen to and show respect for the opinions of others</p> <p>I can resolve differences, looking at alternatives, making decisions and explaining choices</p>	<p>I understand how democracy works in the UK at a local, regional and national scale</p> <p>I understand that there are other forms of government that are not democratic and can give some examples of these</p> <p>I understand what being part of a community means and I can take part more fully in school and community activities</p> <p>I understand the mental health benefits of community participation and volunteering</p> <p>I can demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment</p> <p>I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment</p> <p>I can research, discuss and debate topical issues, problems and events</p> <p>I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation</p> <p>I am aware of how the media present information and that the media can be both a positive and negative influence</p> <p>I can critique how the media present information</p> <p>I can discuss controversial issues in a sensitive manner, such as terrorism, migration and racism.</p>

AUTUMN 1			AUTUMN 2		
Me and my relationships			Keeping myself safe		
Y4	Y5	Y6	Y4	Y5	Y6
<p>I recognise the different forms in which Child on Child abuse can manifest itself. I can suggest how to help prevent this. I understand how to ask for help should I experience or see this.</p> <p>I feel good about myself and my body and having an understanding of how the media presents 'body image'</p> <p>I understand that my body and emotions will change as I grow older and I know the importance of taking care of my own body</p> <p>I can recognise what love is and understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people</p> <p>I know that there are different kinds of families and partnerships (includes same sex) and I understand the importance of stable, loving and caring relationships</p>	<p>I recognise the different forms in which Child on Child abuse can manifest itself. I can suggest how to help prevent this. I understand how to ask for help should I experience or see this.</p> <p>I understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation</p>	<p>I recognise the different forms in which Child on Child abuse can manifest itself. I can suggest how to help prevent this. I understand how to ask for help should I experience or see this.</p> <p>I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers)</p> <p>I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex relationships)</p>	<p>I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention</p> <p>I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers)</p>		
			<p>Barney and Echo project – online safety</p>		

SPRING 1			SPRING 2		
Keeping myself safe			My healthy lifestyle		
Y4	Y5	Y6	Y4	Y5	Y6
<p>I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention</p> <p>I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers)</p>			<p>I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention</p> <p>I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers)</p>		
<p>I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games</p> <p>I know that not everything on the internet is true and know what to do if I access something that makes me unhappy or uncomfortable</p> <p>I understand the need to keep some information private in order to protect myself when communicating online and I can implement strategies to do this</p> <p>I recognise how online communications (including from friends) may be used for manipulation or persuasion and I have ways of managing this.</p> <p>I know how to recognise and display respectful behaviour online</p>	<p>I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games</p> <p>I understand how some people use online technology to bully other people and I know how to seek help if this happens to me or a friend</p> <p>I know how to present myself safely online and understand the potential risks of providing personal information online</p> <p>I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others</p> <p>I understand that the person that I think I am communicating with online may not be who they say they are.</p> <p>I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request</p> <p>I recognise that not all information on the internet is accurate or unbiased (advertising) and I have strategies for identifying the origin of a website</p>	<p>I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games</p> <p>I can select appropriate tools to collaborate and communicate confidently and safely with others, including friends</p> <p>I know in real life I am able to recognise risks, harmful content and contact and now how to report them</p> <p>I am aware of online abuse such as trolling, bullying and harassment and the negative impact it can have on a person's mental health so I understand the need to use respectful language and know the legal consequences for sending offensive online communications</p> <p>I understand how the media (advertising and internet) may influence my opinions and choices</p> <p>I have an understanding of how my information and data is shared and used online</p> <p>I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request</p> <p>I am a responsible user of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p> <p>I know how to report concerns and get support with issues online</p>	<p>I can identify some factors (positive and negative) that affect physical, mental and emotional health e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media, online and have started to develop ways of counteracting the negative factors</p> <p>I understand what is meant by a healthy diet (including understanding calories, and nutritional content)</p> <p>I can make informed choices about healthy eating and exercising</p> <p>I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage</p> <p>I understand a range of feelings and how these make me feel both emotionally and physically</p> <p>I have a range of strategies for managing and controlling strong feelings and emotions</p> <p>I can respond appropriately to other people's feelings</p> <p>I can recognise my worth as an individual and the worth of other people</p> <p>I understand what being resilient means to me and I have strategies I can use</p> <p>I can identify positive things about myself, recognise some of my mistakes and learn from them</p> <p>I can make some changes quickly and easily but also understand that some changes are hard and can take a long time</p> <p>I know what self-harm and suicide ideations are and know how to get help or respond should I experience or witness this, or hear others talking about it.</p>	<p>I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors (positive and negative) that affect mental health, including having a positive self-image.</p> <p>I understand the importance of good oral hygiene, including regular visits to the dentist</p> <p>I know where individuals, families and groups can get help and support both on and offline</p> <p>I can deal positively with my feelings and recognise a range of emotions in others and can explain the intensity of my feelings to others</p> <p>I understand what resilience is and have strategies I can use to build my own resilience</p> <p>I can resolve differences, looking at alternatives, making decisions and explaining choices</p> <p>I know some of the ways of dealing with the feelings that sometimes arise from changes</p> <p>I know what self-harm and suicide ideations are and know how to get help or respond should I experience or witness this, or hear others talking about it.</p>	<p>I can manage my time to include regular exercise and self-care techniques to look after my mental and physical health such as relaxation</p> <p>I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a balanced diet</p> <p>I understand the impact of growth and adolescence on my hygiene, good quality sleep and nutrition needs</p> <p>I understand the risks associated with an inactive lifestyle, poor diet, unhealthy eating and other behaviours on my physical and mental wellbeing</p> <p>I understand early signs of physical illness, such as weight loss, or unexplained changes to the body</p> <p>I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p> <p>I recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions</p> <p>I have an understanding of mental ill health and how important it is for people to get early help to support them</p> <p>I understand that the media can have a positive and negative effect on mental health, e.g. body image</p> <p>I understand what being resilient means to me and I have strategies I can use</p> <p>I know how change can impact with our feelings of belonging</p> <p>I know what self-harm and suicide ideations are and know how to get help or respond should I experience or witness this, or hear others talking about it.</p>

SUMMER 1			SUMMER 2		
Me and my relationships			Me and My future		
Y4	Y5	Y6	Y4	Y5	Y6
<p>I can demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out</p> <p>I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention</p> <p>I can respond appropriately to other people's feelings</p> <p>I can recognise my worth as an individual and the worth of other people</p> <p>I understand a range of feelings and how these make me feel both emotionally and physically</p>	<p>I am aware of different types of relationships and what makes them a positive, healthy relationships both on and offline and I have the skills to form and maintain a healthy relationship</p> <p>I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and my health and how to attract their attention</p> <p>I know how to respond safely and appropriately to adults I meet (including online) whom I do not know</p> <p>I know where individuals, families and groups can get help and support</p> <p>I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g not violent</p> <p>I understand what boundaries are appropriate in friendships with peers and others both on and offline</p> <p>I understand the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline but if appropriate I feel able to confidentially challenge their view point</p>	<p>I know that relationships change over time and the features of a positive healthy relationship both on and offline (including friendships) I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret all of which can happen both on and offline</p> <p>I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and my health and how to attract their attention</p> <p>I can recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict</p> <p>I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism which can happen both on and offline on individuals and communities</p> <p>I can recognise and challenge discrimination and stereotyping which can happen both on and offline (including cultural, ethnic, religious diversity, sexuality, gender and disability)</p> <p>I understand the nature, causes and consequences of hate crime which can happen both on and offline and I know I need to tell a trusted adult</p>	<p>I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention</p> <p>I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers)</p>	<p>I am able to make considered decisions about saving, spending and giving</p> <p>I can differentiate between essentials and desires – needs and wants</p> <p>I understand 'value for money' and can make informed choices to get 'value for money'</p> <p>I am able to assess 'best buys' in a range of circumstances</p> <p>I am able to understand and manage feelings about money, my own and others</p> <p>I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices and I am aware of some of the rights and responsibilities when it comes to treating people fairly</p> <p>I know and understand how I can develop skills to make a contribution in the future</p> <p>I am starting to consider what I like , what I am good at and what I enjoy doing and can talk positively about my strengths</p> <p>I know the importance of making a good impression when going through a selection process and I can demonstrate some of the skills required to do this</p> <p>I know that there are a range of earnings for different jobs</p> <p>I understand that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc)</p> <p>I can identify positive achievements during my time in Year 5</p> <p>I can identify my strengths, areas for improvement and set myself some goals for Year 6</p>	<p>I know that people buy things online and have online bank accounts and passwords to keep money safe</p> <p>I can describe how people's careers are different and how they develop in different ways and I am aware that people feel differently about the different types of work they do I can reflect on what I have learnt about careers, employability and enterprise activities and experiences and how the learning relates to my choices</p> <p>I can describe a range of local businesses and how they are run and the products and / or services they provide</p> <p>I understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act</p> <p>I know how to keep myself safe when working and what the law says to protect workers</p> <p>I can recognise and start to demonstrate some of the key qualities and skills that employers are looking for and to be enterprising</p> <p>I understand that money we earn also supports the community</p> <p>I can identify positive achievements during my time in Primary Schoolcan explain what I am worried about and what I am looking forward to in Year 7</p>
			<p>I can demonstrate how to look after and save money</p> <p>I can begin to develop an understanding that people have different financial circumstances</p> <p>I can begin to understand the different values and attitudes that people have with regard to money</p> <p>I recognise the range of jobs carried out by people they know</p> <p>I can explain how I will develop skills for work in the future</p> <p>I am aware that the learning choices I make will affect my future options.</p> <p>I can identify my strengths, areas for improvement and set high aspirations and goals</p> <p>I can identify positive achievements during my time in Year 4</p> <p>I can identify my strengths, areas for improvement and set myself some goals for Year 5</p>		

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

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

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	