

Riverside Primary School

Where everyone matters and every day counts



Relationships, Sex and Health Education Policy

Staff and parents consulted: June 2023

Ratified by the Governing Body: June 2023

Review June 2024

Riverside Primary School

RSHE Policy

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Our school values are: STAR

- **Strive:** For our children to believe that through hard work and determination they can achieve the goals that they set themselves to become the best they can.
- **Tolerance:** To ensure our children are respectful to others and treat everybody equally. We will offer experiences for our children which encourage them to be considerate, thoughtful and that will make them aware of and celebrate the diverse society we live in.
- **Achieve:** For all of our children to make good progress from their starting points both personally and academically. We will provide experiences which broaden our children's horizons and show our children the wide range of possibilities available for their future
- **Resilience:** For our children to be able to work through challenges with a positive mindset; to think creatively and to problem-solve.

Riverside Curriculum Drivers

Alongside teaching the requirements of the national curriculum, key drivers have been identified. We have prioritised the key knowledge, skills and aspirations we want our children to experience and develop during their time with us. We use these 'drivers' to underpin the learning and experiences we undertake in all areas of school life and to ensure our curriculum offer is enriched: these key drivers are personal to our school and reflect the social and educational needs of our local area.

The following key drivers underpin our learning and are developed through the school:

- Knowledge of the World
- Communication
- Global Citizens
- Health and wellbeing
- Ambition

For more information about our curriculum drivers, please see our Riverside Curriculum Drivers document, which can be found here: <https://primarysite-prod-sorted.s3.amazonaws.com/riverside-primary-school-essex>

We have based our school's relationships and sex education policy on the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019) - RSHE

This policy is a working document which provides guidance and information on all aspects of RSHE and aims to provide a secure framework within which staff can work. The members of staff responsible for this policy are – Mrs Claire Smith (Headteacher), Mrs Kim Watts (Deputy Headteacher for Curriculum) Mrs Sarah Chandler (PSHE lead) Mr Kevin Brewster (Science lead), Mrs Heather Mills (Computing lead), **Steph Marshall (SEND lead)** and Mrs Melanie Murray (RSHE lead).

Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education. Aims

Aims

The aims of RSHE 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

Statutory requirements

As a primary school we must provide relationships education to all pupils as per section 34 and 35 of the Children and Social Work Act 2017.

The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons. In teaching RSHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Riverside, like many primary schools, already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement, it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend

therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. RSHE is not about the promotion of sexual activity.

At Riverside Primary School we teach RSHE as set out in this policy. See Appendices 1-3 for curriculum coverage and progression for each year group.

What is RSHE (Relationships and Sex Education and Health Education)?

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information and exploring issues and values. RSHE is not about the promotion of sexual activity.

It aims to provide all pupils with knowledge, skills and attitudes that will enable them to make positive and healthy choices concerning sex and relationships, as they grow up and to deal with risk.

The RSHE policy is also linked to the; PSHE Policy, Child Protection and Safeguarding Policy, SEND policy, Teaching and Learning Policy, Behaviour Policy, Inclusion Policy, Anti-Bullying Policy, Computing Policy and E-Safety Policy.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. 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. Sex education will focus on preparing boys and girls for the changes that adolescence brings.

Delivery of RSHE

At Riverside Primary School, RSHE is taught within the personal, social, health education (PSHE) curriculum using the PSHE Association Thematic Model. Biological aspects of RSHE are taught within the science curriculum. Part of the online relationships/ safety aspects will be taught in ICT lessons for Years 1 – 6 as part of the computing and e-safety curriculum. We also cover elements of RSHE through theme days/weeks in the school calendar i.e. Anti-bullying week and World First Aid Day.

The lessons are delivered in mixed classes, predominantly by the pupils' class teacher. In the EYFS, RSHE is following the Development Matters Framework through the areas of learning of: People and Communities; Health and Self-Care and Personal and Social and Emotional Development.

RSHE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Healthy Relationships
- Feelings and emotions

- Valuing difference

As part of this programme, year 6, with parental permission, view a sex education videos using the Busy Bodies videos, which can be viewed on this website - <https://www.sexualwellbeing.ie/for-parents/resources/busy-bodies-adolescent-development-resources.html> and the PSHE Association approved lessons slides and videos to support the learning.

The resources have been approved as suitable by the Board of Governors and may be viewed by parents/carers before it is shown to children. The website explains aspects of sex and health education in an appropriate way for 10, and 11 year olds, with a focus on puberty. Boys and girls view the videos separately and, in these separate groups, there is the opportunity for children to discuss the content and ask the teacher any further questions. Furthermore, in Year 6, we also address e-safety issues and other relationship issues as and when they arise. We inform parents if we have to address any sensitive issues beforehand and **any new vocabulary that will be shared with the children.**

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).

Riverside Primary School is committed to the provision of RSHE to all its pupils. Equal time and provision will be allocated to all pupils. Any pupil deemed to be needing extra support with this area will be catered for appropriately, after consultation with the child's parents. **This could include children being taught out of year group; children who are gender fluid; children who are on the SEND register and may struggle with fully understanding the content and need an individual provision.**

Roles and responsibilities

The Governing Body

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

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-science' components of RSHE (see 'parents right to withdraw').

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress

- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the 'nonscience' components of RSHE
- Reporting any safeguarding concerns to the DSL following pupil responses/ comments during lessons

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Head of PSHE/RSHE or the Pastoral Deputy Head.

Class teachers are responsible for the delivery of RSHE within the PSHE lessons. The aspects covered in science are taught by class teachers from EYFS to Year 6. RSHE will not be taught by cover staff and - if in the event of teacher absence - the lesson(s) will be postponed until the class teacher has returned.

The additional sessions focussing on puberty in Years 5 & 6, are taught by the class teacher or one of the other class teachers in upper school. These sessions are also taught in single sex groups.

All Staff will use the correct terms for all body parts and discuss 'slang' words if they arise so pupils understand the meaning and know that some are offensive.

If sexually explicit questions arise, staff will:

- be prepared to modify the programme if a certain question occurs (perhaps because of media coverage).
- use a question box (a box in the classroom that pupils can 'post' written questions).
- allow individual staff to use their professional judgement as to answering questions in front of the whole class or individually. They will not discuss their own personal lives with pupils and follow the staff code of conduct.
- encourage pupils to ask their parents/carers any question outside the planned programme. tell pupils that their question will be answered in a later part of the RSHE programme or at secondary school, if this is the most appropriate response. The teaching offered at Riverside Primary School is complementary to and supportive of the role of parents.

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-science components of sex education within RSHE.

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.

Training

Staff are supported on the delivery of RSHE as part of their induction and it is included in additional training sessions as appropriate following department meetings and new guidance.

Monitoring arrangements

The delivery of RSHE is monitored by Mrs Sarah Chandler, Mrs Melanie Murray, Mrs Claire Smith and Mrs Kim Watts through:

- learning walks & observations
- discussions with pupils
- teacher assessments
- collecting coverage of objectives from staff
- looking at completed pupil work
- discussions with staff

This policy will be reviewed regularly. At each review, the policy will be approved by the Governing Body.

Keeping parents/carers informed

Each year, in the main school, parents/carers are given an overview of the topics their child will be covering and this information is also published on our website. Parents will be informed by letter of their right to withdraw their child from RSHE lessons. The RSHE policy is available on the school website and hard copies can be obtained by request from the school office.

Confidentiality

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they will talk to a named Designated Safeguarding Lead.

Review

All Riverside Primary policies are reviewed every three years.

Next review date: June 2024

Appendix 1

EYFS Framework

<p>Personal Emotional Development:</p> <p>Social</p>	<p>Self-Regulation ELG Children at the expected level of development will:</p> <ul style="list-style-type: none">- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <p>Managing Self ELG Children at the expected level of development will:</p> <ul style="list-style-type: none">- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;- Explain the reasons for rules, know right from wrong and try to behave accordingly;- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships ELG Children at the expected level of development will:</p> <ul style="list-style-type: none">- Work and play cooperatively and take turns with others;- Form positive attachments to adults and friendships with peers;- Show sensitivity to their own and to others' needs
<p>Understanding of the world:</p>	<p>Past and Present ELG Children at the expected level of development will:</p> <ul style="list-style-type: none">- Talk about the lives of the people around them and their roles in society;- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;- Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People Culture and Communities ELG Children at the expected level of development will:</p>

	<ul style="list-style-type: none">- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
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Appendix 2

PSHE Association Thematic Model

Term	Topic	In this unit of work, pupils learn...
Year 1		
Autumn Relationships	Families and friendships Roles of different people; families; feeling cared for PoS Refs: R1, R2, R3, R4, R5	<ul style="list-style-type: none"> • about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children's lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tell them — if they are worried about something in their family
	Safe relationships Recognising privacy; staying safe; seeking permission PoS Refs: R10, R13, R15, R16, R17	<ul style="list-style-type: none"> • about situations when someone's body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission
	Respecting ourselves and others How behaviour affects others; being polite and respectful PoS Refs: R21, R22	<ul style="list-style-type: none"> • what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns
Spring Living	Belonging to a community	<ul style="list-style-type: none"> • about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs

in the wider world	<p>What rules are; caring for others' needs; looking after the environment</p> <p>PoS Refs: L1, L2, L3</p>	<ul style="list-style-type: none"> • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling
	<p>Media literacy and Digital resilience</p> <p>Using the internet and digital devices; communicating online</p> <p>PoS Refs: L7, L8</p>	<ul style="list-style-type: none"> • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online
	<p>Money and Work</p> <p>Strengths and interests; jobs in the community</p> <p>PoS Refs: L14, L16, L17</p>	<ul style="list-style-type: none"> • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do
Summer Health and well being	<p>Physical health and Mental wellbeing</p> <p>Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>PoS Refs: H1, H2, H3, H5, H8, H9, H10</p>	<ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun
	<p>Growing and changing</p> <p>Recognising</p>	<ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding

	<p>what makes them unique and special; feelings; managing when things go wrong</p> <p>PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p>	<p>things difficult, or when things go wrong</p> <ul style="list-style-type: none"> • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave
	<p>Keeping safe</p> <p>How rules and age restrictions help us; keeping safe online</p> <p>PoS Refs: H28, H34</p>	<ul style="list-style-type: none"> • how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared
Year 2		
Autumn	<p>Families and friendships</p> <p>Making friends; feeling lonely and getting help</p> <p>PoS Refs: R6, R7, R8, R9, R24</p>	<ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else
Relationships	<p>Safe relationships</p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>PoS Refs: R11, R12, R14, R18, R19, R20</p>	<ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use

	<p>Respecting ourselves and others</p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>PoS Refs: R23, R24, R25</p>	<ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views
<p>Spring Living in the wider world</p>	<p>Belonging to a community</p> <p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>PoS Refs: L2, L4, L5, L6</p>	<ul style="list-style-type: none"> • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community
	<p>Media literacy and Digital resilience</p> <p>The internet in everyday life; online content and information</p> <p>PoS Refs: L8, L9</p>	<ul style="list-style-type: none"> • the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true
	<p>Money and Work</p> <p>What money is; needs and wants; looking after money</p> <p>PoS Refs: L10, L11, L12, L13, L15</p>	<ul style="list-style-type: none"> • about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and

		wants
<p>Summer</p> <p>Health and well being</p>	<p>Physical health and Mental wellbeing</p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20</p>	<ul style="list-style-type: none"> • about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings
	<p>Growing and changing</p> <p>Growing older; naming body parts; moving class or year</p> <p>PoS Refs: H20, H25, H26, H27</p>	<ul style="list-style-type: none"> • about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year
	<p>Keeping safe</p> <p>Safety in different environments; risk and safety at home; emergencies</p> <p>PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27</p>	<ul style="list-style-type: none"> • how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt

		<ul style="list-style-type: none"> • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say
Year 3		
Autumn	<p>Families and friendships</p> <p>What makes a family; features of family life</p> <p>PoS Refs: R1, R6, R7, R8, R9</p>	<ul style="list-style-type: none"> • to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe
	<p>Safe relationships</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>PoS Refs: R19, R22, R24, R30</p>	<ul style="list-style-type: none"> • What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour
	<p>Respecting ourselves and others</p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>PoS Refs: R30,</p>	<ul style="list-style-type: none"> • to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society

	R31	
Spring Living in the wider world	<p>Belonging to a community</p> <p>The value of rules and laws; rights, freedoms and responsibilities</p> <p>PoS Refs: L1, L2, L3</p>	<ul style="list-style-type: none"> • the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn
	<p>Media literacy and Digital resilience</p> <p>How the internet is used; assessing information online</p> <p>PoS Refs: L11, L12</p>	<ul style="list-style-type: none"> • how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication
	<p>Money and Work</p> <p>Different jobs and skills; job stereotypes; setting personal goals</p> <p>PoS Refs: L25, L26, L27, L30</p>	<ul style="list-style-type: none"> • about jobs that people may have from different sectors e.g. teachers, business people, charity work • that people can have more than one job at once or over their lifetime • about common misconceptions and gender stereotypes related to work • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • about some of the skills needed to do a job, such as teamwork and decision-making • to recognise their interests, skills and achievements and how these might link to future jobs • how to set goals that they would like to achieve this year e.g. learn a new hobby
Summer Health	<p>Physical health and Mental wellbeing</p>	<ul style="list-style-type: none"> • about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)

<p>and well being</p>	<p>Health choices and habits; what affects feelings; expressing feelings</p> <p>PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19</p>	<ul style="list-style-type: none"> • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped • the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful
	<p>Growing and changing</p> <p>Personal strengths and achievements; managing and reframing setbacks</p> <p>PoS Refs: H27, H28, H29</p>	<ul style="list-style-type: none"> • that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again
	<p>Keeping safe</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>PoS Refs: H38, H39, H41</p>	<ul style="list-style-type: none"> • how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety
<p>Year 4</p>		

Autumn	Families and friendships	<ul style="list-style-type: none"> • about the features of positive healthy friendships such as mutual respect, trust and sharing interests
	Positive friendships, including online PoS Refs: R10, R11, R12, R13, R18	<ul style="list-style-type: none"> • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online
	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online PoS Refs: R20, R23, R27, R28	<ul style="list-style-type: none"> • to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online
	Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively PoS Refs: R32, R33	<ul style="list-style-type: none"> • to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone
Spring	Belonging to a community	<ul style="list-style-type: none"> • the meaning and benefits of living in a community

Living in the wider world	<p>What makes a community; shared responsibilities</p> <p>PoS Refs: L4, L6, L7</p>	<ul style="list-style-type: none"> • to recognise that they belong to different communities as well as the school community • about the different groups that make up and contribute to a community • about the individuals and groups that help the local community, including through volunteering and work • how to show compassion towards others in need and the shared responsibilities of caring for them
	<p>Media literacy and Digital resilience</p> <p>How data is shared and used</p> <p>PoS Refs: L13, L14</p>	<ul style="list-style-type: none"> • that everything shared online has a digital footprint • that organisations can use personal information to encourage people to buy things • to recognise what online adverts look like • to compare content shared for factual purposes and for advertising • why people might choose to buy or not buy something online e.g. from seeing an advert • that search results are ordered based on the popularity of the website and that this can affect what information people access
	<p>Money and Work</p> <p>Making decisions about money; using and keeping money safe</p> <p>PoS Refs: L17, L19 L20, L21</p>	<ul style="list-style-type: none"> • how people make different spending decisions based on their budget, values and needs • how to keep track of money and why it is important to know how much is being spent • about different ways to pay for things such as cash, cards, e-payment and the reasons for using them • that how people spend money can have positive or negative effects on others e.g. charities, single use plastics
Summer Health and well being	<p>Physical health and Mental wellbeing</p> <p>Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p>PoS Refs: H2, H5, H11</p>	<ul style="list-style-type: none"> • to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • what good physical health means and how to recognise early signs of physical illness • that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • how to maintain oral hygiene and dental health, including how to brush and floss correctly • the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health
	<p>Growing and changing</p>	<ul style="list-style-type: none"> • how to identify external genitalia and reproductive organs

	<p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>PoS Refs: H30, H31, H32, H34</p>	<ul style="list-style-type: none"> • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty
	<p>Keeping safe</p> <p>Medicines and household products; drugs common to everyday life</p> <p>PoS Refs: H10, H38, H40, H46</p>	<ul style="list-style-type: none"> • the importance of taking medicines correctly and using household products safely • to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with drugs common to everyday life • that for some people using drugs can become a habit which is difficult to break • how to ask for help or advice
Year 5		
<p>Autumn</p> <p>Relationships</p>	<p>Families and friendships</p> <p>Managing friendships and peer influence</p> <p>PoS Refs: R14, R15, R16, R17, R18, R26</p>	<ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them

		<p>feel unsafe, worried, or uncomfortable</p> <ul style="list-style-type: none"> • when and how to seek support in relation to friendships
	<p>Safe relationships</p> <p>Physical contact and feeling safe</p> <p>PoS Refs: R9, R25, R26, R27, R29</p>	<ul style="list-style-type: none"> • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact
	<p>Respecting ourselves and others</p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>PoS Refs: R20, R21, R31, R33</p>	<ul style="list-style-type: none"> • to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment Premier League - Primary Stars Behaviour/relationships Do the right thing; Developing values Coram Life Education - 'The Belonging Toolkit', upper KS2 single and double lessons • the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online
<p>Spring</p> <p>Living in the wider world</p>	<p>Belonging to a community</p> <p>Protecting the environment; compassion towards others</p> <p>PoS Refs: L4, L5, L19</p>	<ul style="list-style-type: none"> • about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • about the way that money is spent and how it affects the environment

		<ul style="list-style-type: none"> • to express their own opinions about their responsibility towards the environment
	<p>Media literacy and Digital resilience</p> <p>How information online is targeted; different media types, their role and impact</p> <p>PoS Refs: L12, L14</p>	<ul style="list-style-type: none"> • to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotypes • how to assess which search results are more reliable than others • to recognise unsafe or suspicious content online • how devices store and share information
	<p>Money and Work</p> <p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p>PoS Refs: L27, L28, L29, L31, L32</p>	<ul style="list-style-type: none"> • to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people's career opportunities • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, training
<p>Summer</p> <p>Health and well being</p>	<p>Physical health and Mental wellbeing</p> <p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>PoS Refs: H8, H9, H10, H12</p>	<ul style="list-style-type: none"> • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment

	<p>Growing and changing</p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>PoS Refs: H16, H25, H26, H27</p>	<ul style="list-style-type: none"> • about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing
	<p>Keeping safe</p> <p>Keeping safe in different situations, including responding in emergencies, first aid and FGM</p> <p>PoS Refs: H38, H43, H44, H45</p>	<ul style="list-style-type: none"> • to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services • that female genital mutilation (FGM) is against British law¹ • what to do and whom to tell if they think they or someone they know might be at risk of FGM
Year 6		
Autumn	<p>Families and friendships</p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>PoS Refs: R1, R2, R3, R4, R5, R7</p>	<ul style="list-style-type: none"> • what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married
Relationships		

		<ul style="list-style-type: none"> • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried
	<p>Safe relationships</p> <p>Recognising and managing pressure; consent in different situations</p> <p>PoS Refs: R26, R28, R29</p>	<ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations
	<p>Respecting ourselves and others</p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>PoS Refs: R30, R34</p>	<ul style="list-style-type: none"> • about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements
<p>Spring</p> <p>Living in the wider world</p>	<p>Belonging to a community</p> <p>Valuing diversity; challenging discrimination and stereotypes</p> <p>PoS Refs: L8, L9, L10, R21</p>	<ul style="list-style-type: none"> • what prejudice means • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this
	<p>Media literacy and Digital resilience</p> <p>Evaluating</p>	<ul style="list-style-type: none"> • about the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked • how to recognise when images might have

	<p>media sources; sharing things online</p> <p>PoS Refs: H37, L11, L13, L15, L16</p>	<p>been altered</p> <ul style="list-style-type: none"> • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people's emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact
	<p>Money and Work</p> <p>Influences and attitudes to money; money and financial risks</p> <p>PoS Refs: L18, L22, L23, L24</p>	<ul style="list-style-type: none"> • about the role that money plays in people's lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks
<p>Summer</p> <p>Health and wellbeing</p>	<p>Physical health and Mental wellbeing</p> <p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p>PoS Refs: H13,</p>	<ul style="list-style-type: none"> • that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available

<p>H14, H15, H20, H21, H22, H23, H24</p>	<ul style="list-style-type: none"> • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed • about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online
<p>Growing and changing</p> <p>Human reproduction and birth; increasing independence; managing transitions</p> <p>PoS Refs: H24, H33, H35, H36</p>	<ul style="list-style-type: none"> • to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception • about the responsibilities of being a parent or carer and how having a baby changes someone's life
<p>Keeping safe</p>	<ul style="list-style-type: none"> • how to protect personal information online

	<p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <p>PoS Refs: H37, H42, H46, H47, H48, H49, H50</p>	<ul style="list-style-type: none"> • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use • about mixed messages in the media relating to drug use and how they might influence opinions and decisions
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Appendix 3

Parent form: withdrawal from the year 6 sex education element within RSE

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	
Date	

(Back page)

TO BE COMPLETED BY THE SCHOOL

Agreed actions taken from discussions with the parents

Signed _____ (Parent/Carer)

Signed _____ (Headteacher)