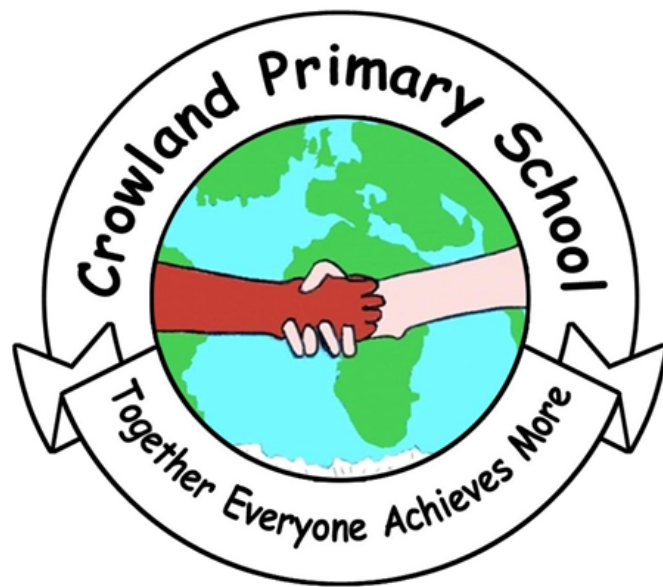


Relationships and Health Education Policy



Date: June 2023

Last updated: June 2022

Approved by: Ian Ferguson Chair of Governors

Next review date: June 2024

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1. Aims

The aims of Relationships and Health Education (RHE) at our school are to:

- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To support pupils to develop resilience, to know how and when to ask for help, and to know where to access support.
- 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
- Provide a consistent standard of relations and health education across the school
- Promote responsible behaviour towards healthy relationships as future adults
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide a framework in which sensitive discussions can take place
- Combat exploitation.

At Crowland, RHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RHE programme will be covered through:

- Science
- Computing
- Circle times
- Assemblies
- Stories
- PE

RHE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

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

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.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Crowland, 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. The headteacher pulled together all relevant information including relevant national and local guidance followed by consultation with the senior leadership team
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parents and carers were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Within this policy, as in the DfE guidance, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships and relationships with other children and with adults, including online.

For the purpose of this policy, **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

RHE is not about the promotion of sexual activity or sexual orientation.

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

RHE involves a combination of sharing information and exploring issues and values.

5. Curriculum

Our RHE curriculum is embedded within our PSHE curriculum and is set out as per Appendix 1, however, this will be adapted when necessary.

We have developed the curriculum considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online..

At Crowland Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

We have chosen to use the Jigsaw Programme, which offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

6. Delivery of RHE

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

Our Relationships and Health Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

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

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).

Dealing with sensitive issues and difficult questions

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way.

A questions box will be available for pupils to ask anonymous questions.

Teachers will reply to, and answer, children's questions sensitively and openly.

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If staff are faced with a question they do not feel comfortable answering within the classroom, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

6.1 Inclusivity

We will teach about these topics in a manner that:

Considers how a diverse range of pupils will relate to them

Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Give careful consideration to the level of differentiation needed

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RHE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

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

8.3 Staff

The RHE lead is Rebecca Mortimer Bale.

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

Since RHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

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

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to parents who may wish to see teaching resources for RHE

9. Training

Staff are trained on the delivery of RHE 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 to provide support and training to staff teaching RHE.

10. Special Educational Needs

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

11. Equality and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. RHE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RHE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RHE as a means of promoting any form of sexual orientation.

12. Monitoring arrangements

The delivery of RHE is monitored by the senior leadership team through planning scrutinies, learning walks and time tabling arrangements

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

This policy will be reviewed by the RHE lead and the link governor annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum maps

Reception	
Being Me in My World	<p>Who... Me?! (understanding how it feels to belong and that we are similar and different)</p> <p>How am I feeling today? (starting to recognise and manage feelings)</p> <p>Being at School (working with others to make school a good place to be)</p> <p>Gentle hands (understanding why it is good to be kind and use gentle hands)</p> <p>Our Rights (understanding children's rights and this means we should all be allowed to learn and play)</p> <p>Our Responsibilities (learning what being responsible means)</p>
Celebrating Differences	<p>What I am good at? (identifying strengths and understanding everyone is good at different things)</p> <p>I'm Special, I'm Me! (understanding that being different makes us all special)</p> <p>Families (understanding we are all different but the same in some ways)</p> <p>Houses and Homes (talking about homes)</p> <p>Making Friends (how to be a kind friend)</p> <p>Standing Up for Yourself (which words to use when someone says or does something unkind)</p>
Dreams and Goals	<p>Challenge (understanding how to tackle challenges)</p> <p>Never Giving Up (identifying a time when they have persevered)</p> <p>Setting a goal (setting and working towards a goal)</p> <p>Obstacles and Support (using kind words to encourage people)</p> <p>Flight to the Future (looking at future jobs)</p> <p>Footprint Awards (being proud for achieving a goal)</p>
Healthy Me	<p>Everybody's Body (importance of exercise to keep healthy)</p> <p>We like to move it, move it! (importance of moving and rest)</p> <p>Food, Glorious Food (looking at healthy foods)</p> <p>Sweet Dreams (the importance of sleep)</p> <p>Keeping Clean (looking at hygiene)</p> <p>Stranger Danger (what to do if a stranger approaches you)</p>
Relationships	<p>My Family and Me! (belonging to a family)</p> <p>Make friends, make friends, never ever break friends! Part 1 (how to make friends)</p> <p>Make friends, make friends, never ever break friends! Part 2 (resolving conflicts)</p> <p>Falling Out and Bullying Part 1 (recognising the impact of unkind words)</p> <p>Falling Out and Bullying Part 2 (managing emotions)</p> <p>Being the best friends we can be (how to be good friend)</p>
Changing Me	<p>My Body (naming basic body parts)</p> <p>Respecting My Body (how to be healthy)</p> <p>Growing Up (understanding we grow from babies to adults)</p> <p>Fun and Fears Part 1 (talking about moving to Year 1)</p> <p>Fun and Fears Part 2 (identifying worries/positives about moving to Y1)</p> <p>Celebration (sharing memories from reception)</p>

Topic	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me in My World	<p>Special and Safe (feeling safe in class).</p> <p>My Class (rights and responsibilities of being in a class).</p> <p>Rewards and Feeling Proud (achievements).</p> <p>Consequences (understanding how to make the right choices).</p> <p>Owning our Learning Charter (understanding rights and responsibilities).</p>	<p>Hopes and Fears for the Year.</p> <p>Rights and Responsibilities (as a member of a class and the school).</p> <p>Rewards and Consequences (helping to make the class a fair and safe place).</p> <p>Our Learning Charter (understanding how following the charter will help everyone to learn).</p> <p>Owning our Learning Charter (understanding choices and consequences).</p>	<p>Getting to Know Each Other (recognising self-worth and achievements).</p> <p>Our Nightmare School (recognising how it feels to be happy, sad or scared).</p> <p>Our Dream School (knowing how to make people feel valued).</p> <p>Rewards and Consequences (understanding that actions can affect other people).</p> <p>Our Learning Charter (making responsible choices).</p> <p>Owning our Learning Charter (seeing things from other people's points of view).</p>	<p>Becoming a Class Team (looking at attitudes and actions).</p> <p>Being a School Citizen (roles within the school).</p> <p>Rights, Responsibilities and Democracy (how democracy works).</p> <p>Rewards and Consequences (how actions can affect others).</p> <p>Our Learning Charter (how groups come together to make decisions).</p> <p>Owning our Learning Charter (understanding people's points of view).</p>	<p>My Year Ahead (setting goals).</p> <p>Being a Citizen of My Country (understanding rights and responsibilities).</p> <p>Year 5 Responsibilities (understanding what it is to be a member of a school).</p> <p>Rewards and Consequences.</p> <p>Our Learning Charter</p> <p>Owning our Learning Charter (democracy and pupil voice).</p>	<p>Being a Global Citizen 1 (children's rights).</p> <p>Being a Global Citizen 2 (how people's actions can affect others locally and globally).</p> <p>The Learning Charter (making behaviour choices, understanding rewards and consequences).</p> <p>Our Learning Charter (understanding how an individual's behaviour can impact on a group).</p> <p>Owning our Learning Charter (democracy and pupil voice).</p>
Celebrating Differences	<p>The Same As...(recognising similarities between people in the class)</p> <p>Different From... (identifying differences within the class)</p> <p>What is Bullying?</p> <p>What do I do About Bullying?</p> <p>Making New Friends.</p> <p>Celebrating Me.</p>	<p>Boys and Girls/Girls and Boys (starting to understand stereotypes).</p> <p>Why does Bullying Happen? (Understanding that it is often about difference)</p> <p>Standing up for Myself and Others (knowing what is the right and wrong way to treat others).</p> <p>Gender Diversity (understanding that it's okay to be different from other people)</p> <p>Celebrating Difference and Still Being Friends</p> <p>(understanding that it is important to be friends with people even if they are different from us).</p>	<p>Families (understanding that everybody's family is different and important to them).</p> <p>Family Conflict</p> <p>Witness and feelings and solutions (bullying).</p> <p>Words that Harm (recognising that words can hurt people).</p> <p>Celebrating Difference: Complements (being kind to others whatever their difference).</p>	<p>Judging by Appearances (understanding that we make assumptions based on people's appearances).</p> <p>Understanding Influences (what can affect the way we judge people).</p> <p>Understanding Bullying</p> <p>Problem Solving (how to help with bullying).</p> <p>Special Me (identifying what makes us unique).</p> <p>Celebrating Difference: How We Look (looking at first impressions and how they affect our judgements of people).</p>	<p>Different Cultures (understanding that cultural differences can sometimes cause conflict).</p> <p>Racism.</p> <p>Rumours and Name Calling</p> <p>Types of bullying (understanding the difference between direct and indirect bullying).</p> <p>Does Money Matter? (Looking at the developing world).</p> <p>Celebrating Difference Across the World (looking at different cultures).</p>	<p>Am I Normal? (Looking at different perceptions of normality).</p> <p>Understanding Difference (how being different can affect a person's life).</p> <p>Power struggles (looking at ways a person or group can have power over another).</p> <p>Why Bully? (Looking at reasons behind bullying).</p> <p>Celebrating Difference (looking at disabilities)</p>
Dream and Goals	<p>My Treasure Chest of Success (setting simple goals)</p> <p>Steps to Goals (how to achieve them)</p> <p>Achieving Together (working in partners)</p> <p>Stretchy Learning (tackling new</p>	<p>Goals to Success (identifying realistic goals)</p> <p>My Learning Strengths (identifying strengths as a learner)</p> <p>Learning with Others (recognising how to work well with others)</p>	<p>Getting to Know Each Other (recognising self-worth)</p> <p>Our Nightmare School (facing new challenges and asking for help)</p> <p>Our Dream School (rules, rights and responsibilities)</p> <p>Rewards and</p>	<p>.Becoming a Class 'Team' (recognising actions and attitudes)</p> <p>Being a School Citizen (understanding the school as a community)</p> <p>Rights, Responsibilities and Democracy</p>	<p>My Year Ahead (setting goals and identifying challenges)</p> <p>Being a Citizen of My Country (understanding rights and responsibilities)</p> <p>Year 5 Responsibilities (understanding responsibilities in</p>	<p>My Year Ahead (goals, fears and challenges)</p> <p>Being a Global Citizen 1 (children's rights)</p> <p>Being a Global Citizen 2 (looking at children in other communities)</p> <p>The Learning Charter (making</p>

	<p>challenges)</p> <p>Overcoming Obstacles (identifying obstacles and challenges)</p> <p>Celebrating My Success (how I overcame my obstacles)</p>	<p>A Group Challenge (working together to achieve an end product)</p> <p>Continuing Our Group Challenge</p> <p>Celebrating Our Achievement (identifying the successes of the group)</p>	<p>Consequences (understanding actions have consequences)</p> <p>Our Learning Charter (making responsible choices)</p> <p>Owning our Learning Charter (understanding our actions affect others)</p>	<p>(British Values)</p> <p>Rewards and Consequences (understanding how actions affect others)</p> <p>Our Learning Charter (working as a group)</p> <p>Owning our Learning Charter (seeing others' points of view)</p>	<p>the school community)</p> <p>Rewards and Consequences (making sensible choices)</p> <p>Our Learning Charter (understanding the affect of behaviours on others)</p> <p>Owning our Learning Charter (understanding democracy)</p>	<p>behaviour choices and recognising impact on others)</p> <p>Our Learning Charter (working as a team)</p> <p>Owning our Learning Charter (understanding how democracy benefits the school)</p>
Healthy Me	<p>Being Healthy Healthy Choices (lifestyle choices).</p> <p>Clean and Healthy.</p> <p>Medicine Safety (understanding that medicines can help if we are unwell and how to use them safely).</p> <p>Road Safety.</p> <p>Happy, Healthy Me.</p>	<p>Being Healthy (knowing what is needed to keep the body healthy).</p> <p>Being Relaxed (understanding what makes us stressed and what makes us relaxed).</p> <p>Medicine Safety.</p> <p>Healthy Eating.</p> <p>Happy Healthy Me.</p>	<p>Being Fit and Healthy (exercise and the importance of a healthy heart and lungs).</p> <p>What Do I Know About Drugs? (looking at knowledge and attitude towards drugs).</p> <p>Being Safe (looking at things people and places to keep safe from and what to do if we don't feel safe).</p> <p>Safe or Unsafe (identifying when something feels safe or unsafe).</p> <p>My Amazing Body (understanding how to take care of our body).</p>	<p>My Friends and Me (recognising how friendship groups are formed).</p> <p>Group Dynamics (different roles within a friendship group).</p> <p>Smoking (the facts and the effect on health, also why some people start to smoke).</p> <p>Alcohol (the effects on health and reasons why people drink).</p> <p>Healthy Friendships (recognising when people are putting us under pressure and how to resist this).</p> <p>Celebrating My Inner Strength and Assertiveness (looking at what is right and wrong).</p>	<p>Smoking (the health risks on the lungs, liver and heart).</p> <p>Alcohol (the risks of misuse).</p> <p>Emergency Aid (basic first aid).</p> <p>Body Image (understanding how the media and social media can promote certain body types).</p> <p>My Relationship with Food (looking at eating disorders relating to body image).</p> <p>Healthy Me (making healthy lifestyle choices).</p>	<p>Taking responsibility for my health and well-being.</p> <p>Drugs (the dangers of drugs and their effects on the liver and heart).</p> <p>Exploitation (looking at how people can be exploited and made to do illegal things).</p> <p>Gangs (why people join them and the risks attached to them).</p> <p>Emotional and Mental Health (exploring attitudes to mental health).</p> <p>Managing Stress and Pressure (looking at triggers, understanding how stress can cause drug and alcohol misuse).</p>
Relationships	<p>Families (understanding that there are different types of families).</p> <p>Making Friends.</p> <p>Greetings (knowing appropriate ways of physical contact).</p> <p>People who Help us in School.</p> <p>Being My Own Best Friend (recognising my special qualities)</p> <p>Celebrating my Special Relationships.</p>	<p>Families (understanding the different members and roles of my family)</p> <p>Keeping Safe (understanding acceptable and unacceptable forms of physical contact within a family).</p> <p>Friends and Conflict.</p> <p>Secrets (understanding that not all secrets are good to keep).</p> <p>Celebrating my Special Relationships (giving and</p>	<p>Family Roles and Responsibilities (challenging stereotypes).</p> <p>Friendships (how to be a good friend).</p> <p>Keeping Safe Online (learning strategies for keeping safe).</p> <p>Celebrating my web of Relationships (showing appreciation).</p>	<p>Jealousy (situations that can cause this in relationships).</p> <p>Love and Loss (talking about people we no longer see).</p> <p>Getting On and Falling Out (how to manage arguments and making new friends).</p> <p>Girlfriends and Boyfriends (understanding that these are special relationships which they may have in the future).</p> <p>Celebrating my relationships</p>	<p>Recognising Me (having an accurate self-image)</p> <p>Safety with Online Communities (positive and negative consequences)</p> <p>Being in an Online Community.</p> <p>Online gaming (rights and responsibilities when playing online).</p> <p>My Relationship With Technology (screen time)</p> <p>Relationship and technology (how to</p>	<p>What is Mental Health?</p> <p>My Mental Health (how to take care of it).</p> <p>Love and Loss (the different stages of grief and different types of loss).</p> <p>Power and Control (recognising when others are trying to gain power or control).</p> <p>Being Safe Online – Real or Fake</p> <p>Safe or Unsafe? (how to judge when something is safe</p>

		accepting appreciation).		(showing appreciation).	stay safe online).	and helpful online).
						Using Technology Responsibly (how to communicate safely with friends and family).
Changing Me	<p>Life Cycles (of animals and humans)</p> <p>Changing me (things that have changed and things that have stayed the same).</p> <p>Boys and Girl's bodies (correct names for body parts and knowing that these parts are private).</p> <p>Learning and Growing (understanding how we change as we learn).</p> <p>Coping with changes (talking about changes that have happened in their life).</p>	<p>The Changing Me (how my body has changed since I was a baby).</p> <p>Boys and Girl's Bodies (correct names for body parts and knowing that these parts are private).</p> <p>Assertiveness (different types of touch).</p> <p>Looking ahead (transition to new school year).</p>	<p>How Babies Grow (that the baby grows in the mother's uterus and what it needs to grow)</p> <p>Outside Body Changes (that they needs to change so that when they grow up their bodies can make babies)</p> <p>Inside Body Changes (understanding that our bodies change on the inside so that babies can be made when we grow up).</p> <p>Family Stereotypes (challenging stereotypes of family roles).</p> <p>Looking ahead.</p>	<p>Unique Me (that I have characteristics from both parents because I am made from the joining of their egg and sperm).</p> <p>Circles of change.</p> <p>Accepting Change (accepting changes outside my control)</p>	<p>Self and Body Image.</p> <p>Puberty for Girls and Boys (how the body changes and the importance of looking after ourselves during this time, understanding periods)</p> <p>Looking Ahead (becoming a teenager).</p>	<p>My Self-Image (how body fits into this).</p> <p>Puberty (how bodies change and how to look after ourselves).</p> <p>Babies: how babies develop over nine months</p> <p>Boyfriends and Girlfriends (how I may feel physically attracted to someone)</p> <p>Real self and ideal self (positive self-esteem)</p> <p>Secondary school.</p>

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

<p>Families and people who care for me</p>	<p>Pupils should know:</p> <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.
<p>Caring friendships</p>	<p>Pupils should know:</p> <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.
<p>Respectful relationships</p>	<p>Pupils should know:</p> <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.

	<ul style="list-style-type: none"> ➤ 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	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <ul style="list-style-type: none"> ➤ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ➤ about the concept of privacy and the implications of it for both children and adults; including that it 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.