  **Sex and Relationships Education Policy**

**Stakesby Primary Academy**



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**Version History**

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| Date  | Author  | Version  | Comment  |
| January 2022 | Miss E Robson |  1 | Principal |
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# **1. Aims**

The aims of relationships and sex education (RSE) in our Trust 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

The PSHE/SRE curriculum however goes much wider than its lessons and is well embedded within the culture and ethos at Stakesby Primary Academy.

The aim of our school is to be a safe, happy, creative and successful school which enhances the life chances of its pupils, and which is an integral part of the life of the local community.

Through PSHE/SRE, we uphold values such as:

* Mutual respect
* Equality of opportunity - Equal values and worth of all
* Shared sense of pride and ownership
* A commitment to continuous improvement

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by providing a differentiated programme, where necessary, to ensure that all pupils gain a full understanding.

# **2. Statutory requirements**

The Department for Education published draft statutory guidance on RSE in Spring 2018, in preparation for the introduction of statutory relationships education (in primary schools) from September 2020.

This policy has been developed in accordance with DfE: SRE guidance 2000.

New statutory guidance and regulations have been passed in Parliament and will apply from September 2020. All Primary Schools are required to teach relationships education and it is recommended that primary schools have a programme of sex education.

As a Trust we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017.](http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted)

We do not have to follow the National Curriculum but **we are expected** to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education) issued by the secretary of state as outlined in section 403 of the [Education Act 1996.](http://www.legislation.gov.uk/ukpga/1996/56/contents)

At The Enquire Learning Trust we teach RSE as set out in this policy.

This policy complies with our funding agreement and articles of association.

# **3. Policy development**

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

1. Review – a Director pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy. (Due to Covid:19, this will be pursued through a virtual platform with parents and carers.)
4. Pupil consultation – we investigated what exactly pupils want from their RSE (Pupil questionnaires as part of termly monitoring).
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

# **4. Definition**

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

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

**RSE is not about the promotion of sexual activity.**

**(We do not teach children about intercourse/sex. This is developed in Secondary school/KS3 according to individual schools’ guidance)**

In upper KS2, children will learn;

* about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).
* that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.
* that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.
* Correct names for body parts associated with conception.
* That a baby is made when a sperm (male) meets an egg (female) and then the fertilised egg settles into the lining of the womb (female).

By the end of Key Stage 2, we ensure that children know how babies are born, how children’s bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

**5. Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. Appendix 1 shows the School’s PSHE Curriculum with the strands:

**CORE THEME 1: HEALTH AND WELLBEING**

**CORE THEME 2: RELATIONSHIPS**

**CORE THEME 3: LIVING IN THE WIDER WORLD**

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

## **Dealing with difficult questions**

## Teachers will endeavour to answer questions as honestly as possible, but if faced with a question that is outside the scope of this policy or the realm of a Teacher/ child relationship, provision would be made to meet the individual child’s needs with their parents/carers so that children are fully informed and don’t seek answers online.

Primary sex education will focus on:

* Preparing boys and girls for the changes that adolescence brings.
* How a baby is conceived and born.

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

We deliver this learning through science, specific SRE, general PSHE lessons and also through circle time discussions.

# **6. Delivery of RSE**.

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

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

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

* Families and people who care for me
* Caring friendships
* Respectful relationships
* Online relationships
* Being safe

For more information about our SRE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

SRE is delivered by engaging, age appropriate and well thought out lessons that will be taught with the needs of the children as a central focus. Lessons will use a range of strategies and resources. Activities may include: practical activities, quizzes, collaborative thinking tasks, responding to scenarios, hot seating, card sort (diamond 9), written tasks, learning clips and puzzles.

**Science Curriculum**

Early Years children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1, through Science, children learn to:

* Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

In Key Stage 2, through Science, children learn to:

* Notice that animals, including humans, have offspring which grow into adults.
* Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
* That the life processes common to humans and other animals including nutrition, growth and reproduction.
* About the main stages of the human life cycle.

In Year 5 we begin to place a particular emphasis on SRE, as many children experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children.

# **7. Roles and responsibilities**

7.1 The Board of Trustees

The Trustees will approve the SRE policy, and hold the Principal to account for its implementation.

7.2 The Principal

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

7.3 Staff

Staff are responsible for:

* Delivering SRE in a sensitive way
* Modelling positive attitudes to SRE
* Monitoring progress
* Responding to the needs of individual pupils
* Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of SRE

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

* The SRE programme will be led by the Principal – Miss E Robson
* It will be taught by Teachers and TAs across school.
* It will be supported by resources from the PSHE Association, recommended websites, government recommendations and external visitors where appropriate.

7.4 Pupils

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

# **8. Parents’ right to withdraw**

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

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within SRE.

Requests for withdrawal should be made to the Principal in person, by email or telephone call to the school.

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

# **9. Training**

Staff are trained on the delivery of SRE as part of our continuing professional development calendar.

Where appropriate, the Principal will also invite visitors from outside the academy, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.

# **10. Monitoring arrangements**

The delivery of SRE is monitored by the Principal through: enquiries, lesson observations and pupils work.

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

This policy will be reviewed by the Board of Trustees annually.

### 11. Appendix 1: Curriculum map

Relationships and sex education curriculum map

 

Stakesby Primary Academy

PSHE Long Term Plan

Our aim is for all children to develop into independent, confident, successful learners with high aspirations, who are resilient and know how to make a positive contribution to their own community and wider society through our enquiry-based curriculum.

This long-term plan is structured around an overarching ‘enquiry question’ for each half-term or term. These begin in key stage 1 as ‘**What?** and **‘Who?**’’ questions and build throughout Key Stage 2 into ‘**Why?’** and **‘How?’** questions.

The **three core themes** from the Programme of Study are fully covered - colour-coding highlights whether the overall topic focus is Health and Wellbeing, Relationships or Living in the Wider World, although some half term blocks will draw on more than one core theme.

**Core Themes:**

**CORE THEME 1: HEALTH AND WELLBEING**

**CORE THEME 2: RELATIONSHIPS**

**CORE THEME 3: LIVING IN THE WIDER WORLD**

Teaching builds according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question.

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |  |
| **EYFS** | Who is in my family? How to families differ? | Who helps us? | What do we use money for? | Who is special to us? | What helps us to stay healthy? | How can we look after each other and the world? |  |
| **Year 1**  | What is the same and different about us? | What keeps us safe? | What can we do with money? | Who is special to us? | What helps us to stay healthy? | How can we look after each other and the world? |  |
| **Year 2**  | What makes a good friend? | What helps us to stay safe? | What jobs do people do? | What is bullying? | What can help us to grow and stay healthy? | How do we recognise our feelings? |  |
| **Year 3/4/5** **Cycle A** | How can we be a good friend? | What keeps us safe? | What makes a community and how can we contribute to ours? | How do families differ? | Why should we eat well and look after our teeth? | Why should we keep active and sleep well? | **Year 5 children** **Puberty talk** (Annually)  |
| **Year 3/4/5** **Cycle B** | How do we treat each other with respect? | How can we manage risk in different places? | How can our choices make a difference to the community and the environment? | How can we build and develop relationships with others? | How will we change and grow? | What strengths, skills and interests do we have? | **Year 5 children** **Puberty talk** (Annually) |
| **Year 3/4/5** **Cycle C** | How can friends communicate safely? | How can we help in an accident or emergency? | What jobs would we like? | What is a healthy relationship? How do relationships differ? | How can drugs affect health? | What makes up our identity? | **Year 5 children** **Puberty talk** (Annually) |
| **Year 6** | What will change as we become more independent? | How will growing up affect our lives? | What decisions can people make with money? | How can we keep healthy as we grow? | How are babies made? What happens when a baby is ready to be born? | How can we keep ourselves safe in an increasingly media-driven world? | Civil and criminal lawLegal boundaries |

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| **CORE THEME 1: HEALTH AND WELLBEING****KS1** | **CORE THEME 2: RELATIONSHIPS****KS1** | **CORE THEME 3: LIVING IN THE WIDER WORLD****KS1** |
| H1. about what keeping healthy means; different ways to keep healthyH2. about foods that support good health and the risks of eating too much sugarH3. about how physical activity helps us to stay healthy; and ways to be physically active everydayH4. about why sleep is important and different ways to rest and relaxH5. simple hygiene routines that can stop germs from spreadingH6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthyH7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental healthH8. how to keep safe in the sun and protect skin from sun damageH9. about different ways to learn and play; recognising the importance of knowingwhen to take a break from time online or TVH10. about the people who help us to stay physically healthyH11. about different feelings that humans can experienceH12. how to recognise and name different feelingsH13. how feelings can affect people’s bodies and how they behaveH14. how to recognise what others might be feelingH15. to recognise that not everyone feels the same at the same time, or feels the same about the same thingsH16. about ways of sharing feelings; a range of words to describe feelingsH17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel goodH19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for itH20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel betterH21. to recognise what makes them specialH22. to recognise the ways in which we are all uniqueH23. to identify what they are good at, what they like and dislikeH24. how to manage when finding things difficultH25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)H26. about growing and changing from young to old and how people’s needs changeH27. about preparing to move to a new class/year groupH28. about rules and age restrictions that keep us safeH29. to recognise risk in simple everyday situations and what action to take to minimise harmH30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)H31. that household products (including medicines) can be harmful if not used correctlyH32. ways to keep safe in familiar and unfamiliar environments (e.g. beach,shopping centre, park, swimming pool, on the street) and how to cross the road safelyH33. about the people whose job it is to help keep us safeH34. basic rules to keep safe online, including what is meant by personalinformation and what should be kept private; the importance of telling a trusted adult if they come across something that scares them | R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our livesR2. to identify the people who love and care for them and what they do to help them feel cared forR3. about different types of families including those that may be different to their ownR4. to identify common features of family lifeR5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worriedR6. about how people make friends and what makes a good friendshipR7. about how to recognise when they or someone else feels lonely and what to doR8. simple strategies to resolve arguments between friends positivelyR9. how to ask for help if a friendship is making them feel unhappyR10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things onlineR11. about how people may feel if they experience hurtful behaviour or bullyingR12. that hurtful behaviour (offline and online) including teasing, name-calling,bullying and deliberately excluding others is not acceptable; how to reportbullying; the importance of telling a trusted adultR13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are privateR14. that sometimes people may behave differently online, including bypretending to be someone they are notR15. how to respond safely to adults they don’t knowR16. about how to respond if physical contact makes them feel uncomfortable or unsafeR17. about knowing there are situations when they should ask for permission and also when their permission should be soughtR18. about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually)R19. basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafeR20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heardR21. about what is kind and unkind behaviour, and how this can affect othersR22. about how to treat themselves and others with respect; how to be polite and courteousR23. to recognise the ways in which they are the same and different to othersR24. how to listen to other people and play and work cooperativelyR25. how to talk about and share their opinions on things that matter to them | L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about theresponsibilities of caring for themL3. about things they can do to help look after their environmentL4. about the different groups they belong toL5. about the different roles and responsibilities people have in their communityL6. to recognise the ways they are the same as, and different to, other peopleMedia Literacy & Digital ResilienceL7. about how the internet and digital devices can be used safely to find thingsout and to communicate with othersL8. about the role of the internet in everyday lifeL9. that not all information seen online is trueL10. what money is; forms that money comes in; that money comes from different sourcesL11. that people make different choices about how to save and spend moneyL12. about the difference between needs and wants; that sometimes people may not always be able to have the things they wantL13. that money needs to be looked after; different ways of doing thisL14. that everyone has different strengthsL15. that jobs help people to earn money to pay for thingsL16. different jobs that people they know or people who work in the community doL17. about some of the strengths and interests someone might need to dodifferent jobs |

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| **CORE THEME 1: HEALTH AND WELLBEING****Lower KS2 Yr 3/4** | **CORE THEME 2: RELATIONSHIPS****Lower KS2 Yr 3/4** | **CORE THEME 3: LIVING IN THE WIDER WORLD****Lower KS2 Yr 3/4** |
| H1. how to make informed decisions about healthH2. about the elements of a balanced, healthy lifestyleH3. about choices that support a healthy lifestyle, and recognise what might influence theseH4. how to recognise that habits can have both positive and negative effects on a healthy lifestyleH5. about what good physical health means; how to recognise early signs of physical illnessH6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyleH8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learnH9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain itH10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managedH11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancerH13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time onlineH14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their healthH15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental healthH16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeingH17. to recognise that feelings can change over time and range in intensityH18. about everyday things that affect feelings and the importance of expressing feelingsH19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situationsH21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and othersH22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adultH23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavementH26. that for some people gender identity does not correspond with their biological sexH27. to recognise their individuality and personal qualitiesH28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worthH29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinkingH30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproductionH31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygieneH34. about where to get more information, help and advice about growing andH36. strategies to manage transitions between classes and key stagesH37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gamingH38. how to predict, assess and manage risk in different situationsH39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safeH40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and aboutH42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contactH43. about what is meant by first aid; basic techniques for dealing with common injuriesH44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to sayH45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at riskH46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to breakH47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others | R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apartR6. that a feature of positive family life is caring relationships; about the different ways in which people care for one anotherR7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stabilityR8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficultyR9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or adviceR10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeingR11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationshipsR12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-faceR13. the importance of seeking support if feeling lonely or excludedR14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include themR15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on othersR16. how friendships can change over time, about making new friends and the benefits of having different types of friendsR17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safelyR18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessaryR19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviourR20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get supportR21. about discrimination: what it means and how to challenge itR22. about privacy and personal boundaries; what is appropriate in friendshipsand wider relationships (including online);R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concernsR24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not knowR25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contactR26. about seeking and giving permission (consent) in different situationsR27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secretR28. how to recognise pressure from others to do something unsafe or thatmakes them feel uncomfortable and strategies for managing thisR29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)R30. that personal behaviour can affect other people; to recognise and model respectful behaviour onlineR31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationshipsR32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or backgroundR33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their ownR34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with | L1. to recognise reasons for rules and laws; consequences of not adhering to rules and lawsL2. to recognise there are human rights, that are there to protect everyoneL3. about the relationship between rights and responsibilitiesL4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for othersL5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)L6. about the different groups that make up their community; what living in a community meansL7. to value the different contributions that people and groups make to the communityL8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communitiesL10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experiencedL15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of imagesL19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomesL26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life |

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| **CORE THEME 1: HEALTH AND WELLBEING****Upper KS2 Yr 5/6** | **CORE THEME 2: RELATIONSHIPS****Upper KS2 Yr 5/6** | **CORE THEME 3: LIVING IN THE WIDER WORLD****Upper KS2 Yr 5/6** |
| H1. how to make informed decisions about healthH2. about the elements of a balanced, healthy lifestyleH3. about choices that support a healthy lifestyle, and recognise what might influence theseH4. how to recognise that habits can have both positive and negative effects on a healthy lifestyleH5. about what good physical health means; how to recognise early signs ofphysical illnessH6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyleH8. about how sleep contributes to a healthy lifestyle; routines that supportgood quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learnH9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain itH10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managedH11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancerH13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time onlineH14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their healthH15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental healthH16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeingH21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and othersH22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adultH24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schoolsOurselves, growing and changingH25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)H26. that for some people gender identity does not correspond with their biological sexH27. to recognise their individuality and personal qualitiesH30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproductionH31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygieneH33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived (science links) and born and how babies need to be cared for.H34. about where to get more information, help and advice about growing and changing, especially about pubertyH35. about the new opportunities and responsibilities that increasing independence may bringH36. strategies to manage transitions between classes and key stagesH40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contactH43. about what is meant by first aid; basic techniques for dealing with common injuriesH44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to sayH45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at riskH46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to breakH47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to othersH48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);H49. about the mixed messages in the media about drugs, including alcohol and smoking/vapingH50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns | R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are differentR3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelongR4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or othersR5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apartR6. that a feature of positive family life is caring relationships; about the different ways in which people care for one anotherR7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stabilityR8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficultyR10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeingR14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include themR16. how friendships can change over time, about making new friends and the benefits of having different types of friendsR18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessaryR19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviourR20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get supportR21. about discrimination: what it means and how to challenge itR22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concernsR24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not knowR25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contactR26. about seeking and giving permission (consent) in different situationsR27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secretR28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing thisR29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)R30. that personal behaviour can affect other people; to recognise and model respectful behaviour onlineR31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationshipsR32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or backgroundR33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their ownR34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with | L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypesL11. recognise ways in which the internet and social media can be used both positively and negativelyL12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search resultsL13. about some of the different ways information and data is shared and used online, including for commercial purposesL14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share informationL15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of imagesL16. about how text and images in the media and on social media can bemanipulated or invented; strategies to evaluate the reliability of sources andidentify misinformationEconomic Wellbeing: MoneyL17. about the different ways to pay for things and the choices people have about thisL18. to recognise that people have different attitudes towards saving andspending money; what influences people’s decisions; what makes something ‘good value for money’L20. to recognise that people make spending decisions based on priorities, needs and wantsL21. different ways to keep track of moneyL22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safeL23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirationsL24. to identify the ways that money can impact on people’s feelings and emotionsL26. that there is a broad range of different jobs/careers that people can have;that people often have more than one career/type of job during their lifeL27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by themL28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaidL30. about some of the skills that will help them in their future careers e.g.teamwork, communication and negotiationL31. to identify the kind of job that they might like to do when they are olderL32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university) |

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

### (DfE: SRE)

| Topic | Pupils should know |
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| Families and people who care about me | * 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 the academy 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
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| Caring friendships | * 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
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| Respectful relationships | * 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 the academy and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
* About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
* What a stereotype is, and how stereotypes can be unfair, negative or destructive
* The importance of permission-seeking and giving in relationships with friends, peers and adults
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| Online relationships | * 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
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| Being safe | * 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, academy and/or other sources
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**13. Review of this Policy**

Trustees to review this policy every 3 years. It may however review this policy earlier than this if the government produces new regulations, or if it receives recommendations on how this policy might be improved