Relationships & Sex Education Policy (RSE)

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Every child matters; every moment counts.

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Intent

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

- ➢ Provide a framework in which sensitive discussions can take place
- ➢ Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene *Health ed*
- ➢ 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
- ➢ Take into account the current issues in our community, as highlighted in our Health LSIP
- ➢ Prepare pupils to be educated and informed citizens, where they are responsible for their own actions

Statutory Requirements

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

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

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. (https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education)

From September 2020, it is statutory for primary schools to deliver Relationships Education and are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes 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). Health Education, which is also statutory from September 2020, covers the key facts about puberty and the changing adolescent body. At Trawden Forest Primary School, we are adhering to the recommendations by the Department for Education in *delivering Sex Education???*

Policy Development

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

Review – The Senior Leadership Team (SLT) and Governors, as part of a Working Party on Personal Development, focusing on relevant national and local guidance.

External Consultation- The Subject Lead worked as part of a Cluster with local schools for PSHE policy development. PSHE Advisor support was taken under the Service Level Agreement. Recommendations from PSHE Association were taken in light of the curriculum planning.

Staff consultation – All school staff were given the opportunity to look at the policy and make recommendations

Parent/Carer consultation – The statutory requirements and the proposed policy was shared with parents. They were given opportunities to discuss their policy and curriculum, both in written form and by meeting with the subject lead.

Pupil consultation – We investigated what exactly pupils need from their RSE curriculum. Pupils are able to say what they know and understand about relationships, sex and health education.

Ratification – Once amendments were made in response to staff and parent feedback, the policy was shared with governors and ratified. All school policies are available on the school website.

Implementation

Relationships and Sex Education

At Trawden Forest Primary School, we believe in preparing children to make educated choices about how to be safe and healthy in our ever-changing world. We follow the Department of Education recommendations of providing the building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, sexuality, healthy lifestyles, diversity and personal identity.

This will sit alongside the essential understanding of how to be healthy as well as promoting mental wellbeing. *Health ed*

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity or orientation. Teachers have the responsibility to educate children to be tolerant of a diverse society and will not promote one lifestyle over another

At Trawden Forest Primary School, we encourage the following **attitudes and values;**

– learning the importance of values and individual conscience and moral considerations

– learning the value of respect, love and care

– exploring, considering and understanding moral dilemmas

– developing critical thinking as part of decision-making

Personal and social skills

– learning to manage emotions and relationships confidently and sensitively

– developing self-respect and empathy for others; learning to make choices based on an understanding of difference and with an absence of prejudice

– developing an appreciation of the consequences of choices made

– managing conflict

– learning how to recognise and avoid exploitation and abuse

Knowledge and understanding

– learning and understanding physical development at appropriate stages

– understanding human sexuality, reproduction, sexual health, emotions and relationships

– learning about contraception and the range of local and national sexual health advice,

contraception and support services

– learning the reasons for delaying sexual activity, and the benefits to be gained from such delay

– the avoidance of unplanned pregnancy.

(We choose to teach this, as it responds to an area of need in the Health LSIP for Pendle).

Our Curriculum

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

At Trawden Forest Primary School, our Sex Education will focus on:

- Preparing boys and girls for the changes that adolescence brings Health ed
- How a baby is conceived and born – sex ed

Our **DRAFT** curriculum is set out in Appendix 1, but we may need to adapt slightly for the needs of the cohort.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Pupils are taught by school staff who receive up to date guidance from a trained health professional ie- school nurse. 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

As part of the Physical Health and Mental Wellbeing, we teach the following:

- Health and prevention
- Changing adolescent body

For more information about our RSE curriculum, see Appendix 1.

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

Roles and responsibilities

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

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8). *First mention of right to withdraw – explanation and how parents go about this needed.*

Staff are responsible for delivering RSE in a sensitive way, modelling positive attitudes to RSE, monitoring progress, responding to the needs of individual pupils and responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

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

The PSHE Subject Lead will:

- write the appropriate policies and share them with governors, staff and parents (on the school website)

- ensure staff have the knowledge and skills to deliver good quality relationships education

- make links with other subject leaders

- liaise with outside agencies in order to enhance the learning of a topic

- monitor the delivery of PSHE/RSE in the Floor Books/ SMSC

- ensure there are suitable and age-appropriate resources

- keep staff up to date on policies or changes in RSE

- attend the Cluster meetings to liaise with local schools and make further contacts

- ensure that our PSHE/RSE takes into account the Health LSIP

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE. 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. *Meeting to discuss?*

Parents and carers are informed of sessions with outside agencies as well as any lessons with a content where school feel it is useful for parents to support the subject at home. This is done through letter or text message.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. As a school, we liaise closely with our local cluster – we plan and receive annual training on the curriculum and any other statutory updates when appropriate. This is supported by the updates from the PSHE Cluster, which the subject lead shares with all staff. The subject lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Teaching and learning

Teachers will teach the relationship education curriculum in either whole class, year groups or with single sex groups. Support and advice will be sought from the school nurse and other outside agencies, to enhance the learning of a topic or discussion. These external agencies can give the pupils access to a wide range of experience and expertise, new resources and different approaches to learning. Any health professionals and other agencies supporting the delivery of any aspect of RSE in the classroom will work within the school's RSE policy. A member of the teaching staff will be present at all times. *Confidentiality Policy?*

Evidence for RSE will be recorded in either the PSHE Floor books for EYFS, or in an individual SMSC book from Years 1 to 6.

Monitoring and evaluation

As part of the curriculum, teaching staff will carry out informal assessments as part of the units of work taught against the learning outcomes. The programme of study will be reviewed by the PSHE Lead with teaching staff on a regular basis. Monitoring will be carried out by the PSHE subject lead in line with the school's policy on monitoring. It is the individual teacher's responsibility to monitor and record individual progress. Throughout the school, observations and records will be made of childrens' knowledge. *Skills and attributes?*

Child Protection

All teachers and visitors will adhere to the school's Child Protection Policy.

Confidentiality

All teachers and visitors will adhere to the school's Code of Conduct. Any personal information is not to be used outside the group without permission, unless staff feel that there is a safeguarding concern.

Dealing with sensitive issues and answering difficult questions

Our PSHE Policy follows Circle Time Ground Rules of respect and confidentiality. Teachers will answer questions they feel comfortable in addressing; however, they may need to refer to a member of the SLT, Family Support, Nurture Staff or refer back to parents/carers. An outside agency may be contacted for advice and support. *Post box? Ask it basket?*

We know that children may not always feel that they can discuss any issues or questions they have with a male/female teacher. At Trawden Forest Primary School, we offer a weekly 'drop-in' session at lunch time (under our Nurture provision) for Key Stage 2 children who feel they may need to talk about their changing bodies, puberty, or any other issues with a member of the staff of the same sex.

Inclusion and Children with Special Educational Needs

All children should be given the same opportunities to become a well-rounded individual, who is prepared for life outside school. Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, s*exuality* or background.

We will differentiate lessons and questioning to suit the needs of the children. Children may be taught in smaller groups or may work with an adult who best understands their needs (such as a Family Support Worker or Learning Mentor). Resources will be differentiated as appropriate and shared with parents/carers.

Review

The policy will be reviewed by the PSHE subject lead, headteacher and governors every two years and also in response to any updates from DfE.

Year Group	Unit Title	Learning Outcomes
EYFS	**Me and My Relationships**	• Know about special people and that others have different special people • Know who to turn to if they have a problem
	Valuing Difference	• Know who they can turn to when they are upset or scared • Know how people are the same and different • Know how families can be the same and different
	Keeping Myself Safe	• Understand how to keep safe and who to talk to if we don't feel safe • Be able to identify good and bad touches • Know about what consent means • Understand feelings such as 'worried' • Begin to understand safety online • Know which people can keep them safe • Understand and learn the PANTS rules • Name and know which parts should be private
	Rights and Responsibilities	• Talk about how to look after my family and friends
	Growing and changing	• Recognise the life stages of animals and human (life cycles) • Understand the life cycles of a human and what happens at each stage • Understand that there are different types of families • Know where babies come from and what babies need to survive • Discuss how they have changed over time and their needs • Know the names of their body parts including genitals • Understand how boys and girls are different

Year 1	**Me and My Relationships**	• Recognise how others might be feeling by reading body language/facial expressions • Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) • Identify a range of feelings • Identify how feelings might make us behave • Suggest strategies for someone experiencing 'not so good' feelings to manage these • Recognise that people's bodies and feelings can be hurt • Suggest ways of dealing with different kinds of hurt • Recognise that they belong to various groups and communities such as their family • Explain how these people help us and we can also help them to help us • Identify simple qualities of friendship • Suggest simple strategies for making up • Demonstrate attentive listening skills • Suggest simple strategies for resolving conflict situation • Give and receive positive feedback, and experience how this makes them feel • Identify some of the people who are special to them • Recognise and name some of the qualities that make a person special to them • Suggest ways they can show kindness to others
	Valuing Differences	• Identify the differences and similarities between people • Empathise with those who are different from them • Begin to appreciate the positive aspects of these differences • Explain the difference between unkindness, teasing and bullying • Understand that bullying is usually quite rare

	Keeping Myself Safe	• Understand and learn the PANTS rules • Name and know which parts should be private • Explain the difference between appropriate and inappropriate touch • Understand that they have the right to say “no” to unwanted touch • Start thinking about who they trust and who they can ask for help
	Being My Best	• Demonstrate attentive listening skills • Suggest simple strategies for resolving conflict situations • Give and receive positive feedback, and experience how this makes them feel • Recognise how a person's behaviour (including their own) can affect other people
	Growing and Changing	• Name major internal body parts • Understand and explain the simple bodily processes associated with them • Understand some of the tasks required to look after a baby • Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding • Identify things they could do as a baby, a toddler and can do now • Identify the people who help/helped them at those different stages • Explain the difference between teasing and bullying • Give examples of what they can do if they experience or witness bullying • Say who they could get help from in a bullying situation • Explain the difference between a secret and a nice surprise • Identify situations as being secrets or surprises • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep • Identify parts of the body that are private • Describe ways in which private parts can be kept private • Identify people they can talk to about their private parts

Year 2	**Me and My Relationships**	• Use a range of words to describe feelings • Recognise that people have different ways of expressing their feelings • Identify helpful ways of responding to other's feelings • Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two • Identify situations as to whether they are incidents of teasing or bullying • Understand and describe strategies for dealing with bullying • Rehearse and demonstrate some of these strategies • Recognise that friendship is a special kind of relationship • Identify some of the ways that good friends care for each other
	Valuing Difference	• Identify some of the physical and non-physical differences and similarities between people • Identify some of the physical and non-physical differences and similarities between people • Identify people who are special to them • Explain some of the ways those people are special to them • Recognise and explain how a person's behaviour can affect other people • Explain how it feels to be part of a group and left out • Suggest and use strategies for helping someone who is feeling left out • Demonstrate active listening techniques • Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships

	Keeping Myself Safe	• Identify situations in which they would feel safe or unsafe • Suggest actions for dealing with unsafe situations including who they could ask for help • Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe • Identify the types of touch they like and do not like • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable • Recognise that some touches are not fun and can hurt or be upsetting • Know that they can ask someone to stop touching them • Identify safe secrets (including surprises) and unsafe secrets • Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable • Identify how inappropriate touch can make someone feel • Understand that there are unsafe secrets and secrets that are nice surprises • Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop
	Rights and Responsibilities	• Explain, and be able to use, strategies for dealing with impulsive behaviour
	Growing and Changing	• Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult) • Understand and describe some of the things that people are capable of at these different stages • Identify which parts of the human body are private • Explain that a person's genitals help them to make babies when they are grown up

		• Understand that humans mostly have the same body parts but that they can look different from person to person • Explain what privacy means • Know that you are not allowed to touch someone's private belongings without their permission • Give examples of different types of private information
Year 3	**Me and My Relationships**	• Define and demonstrate cooperation and collaboration • Identify the different skills that people can bring to a group task • Demonstrate how working together in a collaborative manner can help everyone to achieve success • Identify people who they have a special relationship with • Suggest strategies for maintaining a positive relationship with their special people • Explain what a dare is • Understand that no-one has the right to force them to do a dare • Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare • Express opinions and listen to those of others • Consider others' points of view • Practise explaining the thinking behind their ideas and opinions • Identify qualities of friendship • Suggest reasons why friends sometimes fall out • Rehearse and use, now or in the future, skills for making up again
	Valuing Difference	• Recognise that there are many different types of family • Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' • Define the term 'community' • Identify the different communities that they belong to • Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing

	• Reflect on listening skills • Give examples of respectful language • Give examples of how to challenge another's viewpoint, respectfully • Explain that people living in the UK have different origins • Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds • Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together • Recognise the factors that make people similar to and different from each other • Recognise that repeated name calling is a form of bullying • Suggest strategies for dealing with name calling (including talking to a trusted adult) • Understand and explain some of the reasons why different people are bullied • Explore why people have prejudiced views and understand what this is
Keeping Myself Safe	• Identify situations which are safe or unsafe • Identify people who can help if a situation is unsafe • Suggest strategies for keeping safe • Define the words danger and risk and explain the difference between the two • Demonstrate strategies for dealing with a risky situation • Recognise potential risks associated with browsing online • Recognise and describe appropriate behaviour online as well as offline • Identify what constitutes personal information and when it is not appropriate or safe to share this • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs
Being My Best	• Explain some of the different talents and skills that people have and how skills are developed • Recognise their own skills and those of other children in the class

	Growing and Changing	• Identify different types of relationships • Recognise who they have positive healthy relationships with • Understand what is meant by the term body space (or personal space) • Identify when it is appropriate or inappropriate to allow someone into their body space • Rehearse strategies for when someone is inappropriately in their body space • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret • Recognise how different surprises and secrets might make them feel • Know who they could ask for help if a secret made them feel uncomfortable or unsafe • Recognise that babies come from the joining of an egg and sperm • Explain what happens when an egg doesn't meet a sperm • Understand that for girls, periods are a normal part of puberty
Year 4	**Me and My Relationships**	• Describe 'good' and 'not so good' feelings and how feelings can affect our physical state • Explain how different words can express the intensity of feelings • Explain what we mean by a 'positive, healthy relationship' • Describe some of the qualities that they admire in others • Recognise that there are times when they might need to say 'no' to a friend • Describe appropriate assertive strategies for saying 'no' to a friend • Demonstrate strategies for working on a collaborative task • Define successful qualities of teamwork and collaboration • Identify a wide range of feelings • Recognise that different people can have different feelings in the same situation • Explain how feelings can be linked to physical state • Demonstrate a range of feelings through their facial expressions and body language

	• Recognise that their feelings might change towards someone or something once they have further information • Give examples of strategies to respond to being bullied, including what people can do and say • Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from
Valuing Difference	• Define the terms 'negotiation' and 'compromise' • Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise • Understand that they have the right to protect their personal body space • Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; • Suggest people they can talk to if they feel uncomfortable with other people's actions towards them • Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances) • Give examples of features of these different types of relationships, including how they influence what is shared • List some of the ways that people are different to each other (including differences of race, gender, religion) • Recognise potential consequences of aggressive behaviour • Suggest strategies for dealing with someone who is behaving aggressively. • Define the word *respect* and demonstrate ways of showing respect to others' differences • Understand and identify stereotypes, including those promoted in the media
Keeping Myself Safe	• Identify images that are safe/unsafe to share online; • Know and explain strategies for safe online sharing; • Understand and explain the implications of sharing images online without consent. • Define what is meant by the word 'dare'; • Identify from given scenarios which are dares and which are not;

	• Suggest strategies for managing dares. • Understand that we can be influenced both positively and negatively;
Rights and Responsibilities	• Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; • Recognise that they can play a role in influencing outcomes of situations by their actions.
Being My Best	• Identify ways in which everyone is unique • Appreciate their own uniqueness • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently • Give examples of choices they make for themselves and choices others make for them • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently
Growing and Changing	• Describe some of the changes that happen to people during their lives • Explain how the Learning Line can be used as a tool to help them manage change more easily • Suggest people who may be able to help them deal with change • Name some positive and negative feelings • Understand how the onset of puberty can have emotional as well as physical impact • Suggest reasons why young people sometimes fall out with their parents • Identify parts of the body that males and females have in common and those that are different • Know the correct terminology for their genitalia • Understand and explain why puberty happens • Know the key facts of the menstrual cycle • Understand that periods are a normal part of puberty for girls

		• Identify some of the ways to cope better with periods • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret • Recognise how different surprises and secrets might make them feel • Know who they could ask for help if a secret made them feel uncomfortable or unsafe • Understand that marriage is a commitment to be entered into freely and not against someone's will • Recognise that marriage includes same sex and opposite sex partners • Know the legal age for marriage in England or Scotland • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony
Year 5	**Me and My Relationships**	• Explain what collaboration means • Give examples of how they have worked collaboratively • Describe the attributes needed to work collaboratively • Explain what is meant by the terms negotiation and compromise • Describe strategies for resolving difficult issues or situations • Demonstrate how to respond to a wide range of feelings in others • Give examples of some key qualities of friendship • Reflect on their own friendship qualities • Identify what things make a relationship unhealthy • Identify who they could talk to if they needed help • Identify characteristics of passive, aggressive and assertive behaviours • Understand and rehearse assertiveness skills • Recognise basic emotional needs, understand that they change according to circumstance • Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks • Understand that online communication can be misinterpreted

	• Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face
Valuing Difference	• Define some key qualities of friendship • Describe ways of making a friendship last • Explain why friendships sometimes end • Rehearse active listening skills • Demonstrate respectfulness in responding to others • Respond appropriately to others. • Develop an understanding of discrimination and its injustice, and describe this using examples • Empathise with people who have been, and currently are, subjected to injustice, including through racism • Consider how discriminatory behaviour can be challenged • Identify and describe the different groups that make up their school/wider community/other parts of the UK • Describe the benefits of living in a diverse society • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this • Understand that the information we see online, either text or images, is not always true or accurate • Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them • Understand and explain the difference between sex, gender identity, gender expression and sexual orientation • Identify the consequences of positive and negative behaviour on themselves and others • Give examples of how individual/group actions can impact on others in a positive or negative way
Keeping Myself Safe	• Recognise that there are positive and negative risks • Explain how to weigh up risk factors when making a decision • Describe some of the possible outcomes of taking a risk • Demonstrate strategies to deal with both face-to-face and online bullying

		• Demonstrate strategies and skills for supporting others who are bullied • Recognise and describe the difference between online and face-to-face bullying • Recognise which situations are risky • Explore and share their views about decision making when faced with a risky situation • Suggest what someone should do when faced with a risky situation • Define what is meant by a dare • Explain why someone might give a dare • Suggest ways of standing up to someone who gives a dare • Reflect on what information they share offline and online • Recognise that people aren't always who they say they are online • Know how to protect personal information online
	Growing and Changing	• Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these • Explain strategies they can use to build resilience • Identify people who can be trusted • Understand what kinds of touch are acceptable or unacceptable • Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch • Explain how someone might feel when they are separated from someone or something they like • Suggest ways to help someone who is separated from someone or something they like • Know the correct words for the external sexual organs • Discuss some of the myths associated with puberty • Identify some products that they may need during puberty and why • Know what menstruation is and why it happens • Recognise how our body feels when we're relaxed

		• List some of the ways our body feels when it is nervous or sad • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you • Identify the consequences of positive and negative behaviour on themselves and others • Give examples of how individual/group actions can impact on others in a positive or negative way • Explain the difference between a safe and an unsafe secret • Identify situations where someone might need to break a confidence in order to keep someone safe • Recognise that some people can get bullied because of the way they express their gender • Give examples of how bullying behaviours can be stopped
Year 6	**Me and My Relationships**	Demonstrate a collaborative approach to a task • Describe and implement the skills needed to do this • Explain what is meant by the terms 'negotiation' and 'compromise' • Suggest positive strategies for negotiating and compromising within a collaborative task; • Demonstrate positive strategies for negotiating and compromising within a collaborative task • Recognise some of the challenges that arise from friendships; • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach • List some assertive behaviours • Recognise peer influence and pressure and demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure • Recognise and empathise with patterns of behaviour in peer-group dynamics • Recognise basic emotional needs and understand that they change according to circumstance • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about

		• Describe the consequences of reacting to others in a positive or negative way • Suggest ways that people can respond more positively to others • Describe ways in which people show their commitment to each other • Know the ages at which a person can marry, depending on whether their parents agree • Understand that everyone has the right to be free to choose who and whether to marry • Recognise that some types of physical contact can produce strong negative feelings • Know that some inappropriate touch is also illegal • Identify strategies for keeping personal information safe online • Describe safe and respectful behaviours when using communication technology

	Growing and Changing	• Recognise some of the changes they have experienced and their emotional responses to those changes • Suggest positive strategies for dealing with change • Identify people who can support someone who is dealing with a challenging time of change • Understand the risks of sharing images online and how these are hard to control, once shared • Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it • Suggest strategies that would help someone who felt challenged by the changes in puberty • Understand what FGM is and that it is an illegal practice in this country • Know where someone could get support if they were concerned about their own or another person's safety • Explain the difference between a safe and an unsafe secret • Identify situations where someone might need to break a confidence in order to keep someone safe • Identify the changes that happen through puberty to allow sexual reproduction to occur • Know a variety of ways in which the sperm can fertilise the egg to create a baby • Know the legal age of consent and what it means • Explain how HIV affects the body’s immune system • Understand that HIV is difficult to transmit • Know how a person can protect themselves from HIV

	Valuing Difference	• Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences • Suggest strategies for dealing with bullying, as a bystander • Describe positive attributes of their peers • Know that all people are unique but that we have far more in common with each other than what is different about us • Consider how a bystander can respond to someone being rude, offensive or bullying someone else • Demonstrate ways of offering support to someone who has been bullied • Demonstrate ways of showing respect to others, using verbal and non-verbal communication • Understand and explain the term prejudice • Identify and describe the different groups that make up their school/wider community/other parts of the UK • Describe the benefits of living in a diverse society • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this • Explain the difference between a friend and an acquaintance • Describe qualities of a strong, positive friendship • Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative) • Define what is meant by the term stereotype • Recognise how the media can sometimes reinforce gender stereotypes • Recognise that people fall into a wide range of what is seen as normal • Challenge stereotypical gender portrayals of people

	Keeping Myself Safe	• Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face • Understand and describe the ease with which something posted online can spread • Identify strategies for keeping personal information safe online • Describe safe behaviours when using communication technology • Know that it is illegal to create and share sexual images of children under 18 years old • Explore the risks of sharing photos and films of themselves with other people directly or online • Know how to keep their information private online • Explain how these emotional needs impact on people's behaviour; • Suggest positive ways that people can get their emotional need met • Understand and give examples of conflicting emotions • Understand and reflect on how independence and responsibility go together • Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them • Describe the language and techniques that make up a biased report • Analyse a report also extract the facts from it • Know the legal age (and reason behind these) for having a social media account • Understand why people don’t tell the truth and often post only the good bits about themselves, online • Recognise that people’s lives are much more balanced in real life, with positives and negatives

In relation to sexual orientation/gender identity: *??*

If a child initiates a conversation with an adult regarding their own sexual orientation or gender identity, then the staff member will have a conversation with the child, which will consist of listening to the child but not offering any information about the topic. Unless there are safeguarding issues which would put the child in danger, school staff will contact the parent/carer to discuss the matter either privately or with the child present, depending on the child's wishes. Support would be provided for the child and family including counselling if relevant.

During the conversation with the child and their family, plans may be put into place regarding the preferred name the child would like to be known by and anything else that the child and their family deem to be relevant. If these issues become relevant at Trawden, the parents of the other children in relevant year groups, will receive a letter informing them of the arrangements so that they can have a discussion with their own child prior to the changes being implemented. The child would be appointed a key worker, who will monitor their emotional and social wellbeing. *Is this needed in this policy?*

If children in school use homophobic language, this is always reported to the child's parent. The parent is given the opportunity to speak to the child at home, but it will always be followed up by a conversation in school, to ensure that the child knows that they shouldn't have used that term. The parent/carer will be invited to take part in the discussion if they wish to. Bullying policy?

The conversation from school staff will explore what the child's understanding of the term is and what the motivation was for using this term. The conversation will be age appropriate and will focus of the rights and responsibilities of the victim but also the emotions/motives of the perpetrator. Staff will not go into detail of the nature of the term used but will be very clear about what is and is not acceptable behaviour.

Creating a safe learning environment?

Resources?

Pupil voice?

Challenging the more able?

Appendix 1: Relationships and Sex Curriculum map *Growing and changing isn't RSE. Would it be better to have a PSHE policy and a complete curriculum overview?*

DRAFT

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

Statutory Relationships Education

Topic 1: Families and people who care for 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 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.

Topic 2: 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.

Topic 3: 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 school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfai, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Topic 4: 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.

Topic 5: 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, for example family, school or other sources.

Statutory Health Education

Topic 1: Mental wellbeing

• that mental wellbeing is a normal part of daily life, in the same way as physical health.

• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

• simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.

• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

• it is common for people to experience mental ill health. For many people who do, that problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.

Topic 2: Internet safety and harms

• that for most people the internet is an integral part of life and has many benefits.

• about the benefits of balancing time spent on and offline and the impact of positive and negative content online on their own and others' mental wellbeing.

• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online.

• why social media, some computer games and online gaming, for example, are age restricted.

• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

Topic 3: Physical health and fitness

• the characteristics and mental and physical benefits of an active lifestyle.

• the importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise.

• the risks associated with an inactive lifestyle (including obesity).

Topic 4: Healthy eating

• what constitutes a healthy diet (including understanding calories, and nutritional content).

• the principles of planning and preparing a range of healthy meals.

• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health).

Topic 5: Drugs, alcohol and tobacco

• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Topic 6: Health and prevention

• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

• the importance of enough good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

• about dental health and the benefits of good oral hygiene, including visits to the dentist.

• about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.

• the facts and science relating to allergies, immunisation and vaccination.

Topic 7: Basic first aid

• know how to make a clear and efficient call to emergency services if necessary.

• concepts of basic first aid, for example dealing with common injuries, including head injuries.

Topic 8: Changing adolescent body

• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

• about menstrual wellbeing including the key facts about the menstrual cycle.

Department for Education recommendations on sex education

- Make sure boys and girls are prepared for the changes that adolescence brings
- Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born

(**These expectations are set out in the Department for Education's guidance for schools on relationships education, RSE and health education.)**

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

To be completed by the parent/carer.			
Name of child:		**Class:**	
Name of parent:		**Date:**	
Reason for withdrawing from sex education within relationships and sex education:			
Any other information you would like the school to consider:			
Parent signature:			

To be completed by the school:	
Agreed actions from discussion with parents:	**(Include notes from discussions with parents and agreed actions taken.)**
Headteacher:	