



# THE HERMITAGE and THE OAKTREE SCHOOLS

## Relationships and Sex Education Policy

Person Responsible:	The Executive Headteacher
Date Adopted:	Summer Term 2023
Date of last review:	Summer Term 2023
Date of next review:	Summer Term 2026

### 1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The Hermitage and Oaktree School's Relationships and Sex Education (RSE) Policy is based on the latest guidance from the DfE. Our Relationship and Sex Education Policy forms part of Life Skills (PSHE) teaching within the schools ensuring that our children develop an understanding of loving and caring relationships, and are provided with the skills to make good decisions about their own physical health and mental wellbeing, are informed about and comfortable with the changes during puberty and supported to be emotionally healthy and sexually.

Our approach to the teaching and learning of RSE is that it should be:

- Factually accurate, evidence-based and age-appropriate.
- Be sensitive to faith and cultural perspectives.
- Promote equality, inclusion and acceptance of diversity.
- Promote strong and stable relationships and friendships.
- Provide children and young people with a clear sense of rights and responsibilities.

The Oaktree and Hermitage Schools offer a broad and balanced curriculum that aims to meet the needs of every child and provides the opportunities for children to 'be the best they can be' in all areas of their development. This includes promoting the lifelong learning of our children, beginning in early years and continuing into adult life. Children are given the opportunities, responsibilities and experiences which will prepare them to be confident individuals and responsible citizens who are able to live a safe, healthy and fulfilling life.

## 2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't 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. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

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

At The Hermitage and Oaktree Schools, we teach RSE as set out in this policy.

## 3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all 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
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

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

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

RSE is not about the promotion of sexual activity.

## 5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils 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.

## 6. Delivery of RSE

RSE is taught within our Life Skills curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in religious education (RE).

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 RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

### **6.1 Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

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

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

Give careful consideration to the level of differentiation needed

### **6.2 Use of resources**

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches

- Are sensitive to pupils' experiences and won't provoke distress

## 7. Use of external organisations and materials

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

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

**We will:**

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

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy
  - The [Teachers' Standards](#)
  - The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)
  - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- We **won't**, under any circumstances:
  - Work with external agencies that take or promote extreme political positions
  - Use materials produced by such agencies, even if the material itself is not extreme

## 8. Roles and responsibilities

### **8.1 The governing board**

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

## **8.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 9).

## **8.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the 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.

## **8.4 Pupils**

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

## **9. 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 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 school work will be given to pupils who are withdrawn from sex education.

## **10. Training**

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

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

## **11. Monitoring arrangements**

The delivery of RSE is monitored by Life Skills Subject Leaders through monitoring arrangements, such as planning scrutinies, learning walks, etc.

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

## Appendix 1: Relationships and sex education curriculum map

Year	Half term	Key question	Topic	In this unit of work, children learn...
Year 1	<b>Autumn 1</b>	How do we recognise our feelings?	<b>Me and My Relationships</b>	<ul style="list-style-type: none"> <li>• Understand that classroom rules help everyone to learn and be safe;</li> <li>• Explain their classroom rules and be able to contribute to making these.</li> <li>• Demonstrate attentive listening skills;</li> <li>• Suggest simple strategies for resolving conflict situations;</li> <li>• Give and receive positive feedback, and experience how this makes them feel.</li> <li>• Recognise how others might be feeling by reading body language/facial expressions;</li> <li>• Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</li> <li>• Identify a range of feelings;</li> <li>• Identify how feelings might make us behave:</li> <li>• Suggest strategies for someone experiencing 'not so good' feelings to manage these.</li> <li>• Recognise that people's bodies and feelings can be hurt;</li> <li>• Suggest ways of dealing with different kinds of hurt.</li> <li>• Identify simple qualities of friendship;</li> <li>• Suggest simple strategies for making up.</li> </ul>
	<b>Autumn 2</b>	What is the same and different about us?	<b>Valuing Difference</b>	<ul style="list-style-type: none"> <li>• Identify simple qualities of friendship;</li> <li>• Suggest simple strategies for making up.</li> <li>• Explain the difference between unkindness, teasing and bullying;</li> <li>• Understand that bullying is usually quite rare.</li> <li>• Explain some of their school rules and how those rules help to keep everybody safe.</li> <li>• Recognise and explain what is fair and unfair, kind and unkind;</li> <li>• Suggest ways they can show kindness to others.</li> <li>• Identify some of the people who are special to them;</li> <li>• Recognise and name some of the qualities that make a person special to them.</li> <li>• Recognise that they belong to various groups and communities such as their family;</li> <li>• Explain how these people help us and we can also help them to help us.</li> </ul>
	<b>Spring 1</b>	How do we stay safe?	<b>Keeping Safe</b>	<ul style="list-style-type: none"> <li>• Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</li> <li>• Identify simple bedtime routines that promote healthy sleep.</li> <li>• Recognise emotions and physical feelings associated with feeling unsafe;</li> <li>• Identify people who can help them when they feel unsafe.</li> </ul>

			<ul style="list-style-type: none"> <li>• Understand and learn the PANTS rules;</li> <li>• Name and know which parts should be private;</li> <li>• Explain the difference between appropriate and inappropriate touch;</li> <li>• Understand that they have the right to say “no” to unwanted touch;</li> <li>• Start thinking about who they trust and who they can ask for help.</li> <li>• Understand that medicines can sometimes make people feel better when they’re ill;</li> <li>• Explain simple issues of safety and responsibility about medicines and their use.</li> <li>• Recognise the range of feelings that are associated with loss.</li> </ul>
<b>Spring 2</b>	How do we show respect?	<b>Rights and Respect</b>	<ul style="list-style-type: none"> <li>• Recognise how a person's behaviour (including their own) can affect other people.</li> <li>• Identify what they like about the school environment;</li> <li>• Recognise who cares for and looks after the school environment.</li> <li>• Recognise the importance of regular hygiene routines;</li> <li>• Sequence personal hygiene routines into a logical order.</li> <li>• Demonstrate responsibility in looking after something (e.g. a class pet or plant);</li> <li>• Explain the importance of looking after things that belong to themselves or to others.</li> <li>• Explain where people get money from;</li> <li>• List some of the things that money may be spent on in a family home.</li> <li>• Recognise that different notes and coins have different monetary value;</li> <li>• Explain the importance of keeping money safe;</li> <li>• Identify safe places to keep money;</li> <li>• Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</li> </ul>
<b>Summer 1</b>	How can we be, the best we can be?	<b>Being My Best</b>	<ul style="list-style-type: none"> <li>• Recognise the importance of fruit and vegetables in their daily diet;</li> <li>• Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</li> <li>• Recognise that they may have different tastes in food to others;</li> <li>• Select foods from the <b>Eatwell Guide</b> (formerly Eatwell Plate) in order to make a healthy lunch;</li> <li>• Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</li> <li>• Understand how diseases can spread;</li> <li>• Recognise and use simple strategies for preventing the spread of diseases.</li> <li>• Recognise that learning a new skill requires practice and the opportunity to fail, safely;</li> </ul>

				<ul style="list-style-type: none"> <li>• Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</li> <li>• Demonstrate attentive listening skills;</li> <li>• Suggest simple strategies for resolving conflict situations;</li> <li>• Give and receive positive feedback, and experience how this makes them feel.</li> <li>• Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</li> <li>• Understand and explain the simple bodily processes associated with them.</li> </ul>
	<b>Summer 2</b>	What helps us stay healthy?	<b>Growing and Changing</b>	<ul style="list-style-type: none"> <li>• Understand that the body gets energy from food, water and air (oxygen);</li> <li>• Recognise that exercise and sleep are important parts of a healthy lifestyle.</li> <li>• Identify things they could do as a baby, a toddler and can do now;</li> <li>• Identify the people who help/helped them at those different stages.</li> <li>• Understand some of the tasks required to look after a baby;</li> <li>• Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</li> <li>• Explain the difference between teasing and bullying;</li> <li>• Give examples of what they can do if they experience or witness bullying;</li> <li>• Say who they could get help from in a bullying situation.</li> <li>• Explain the difference between a secret and a nice surprise;</li> <li>• Identify situations as being secrets or surprises;</li> <li>• Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</li> <li>• Identify parts of the body that are private;</li> <li>• Describe ways in which private parts can be kept private;</li> <li>• Identify people they can talk to about their private parts.</li> </ul>
<b>Year</b>	<b>Half term</b>	Key question	Topic	In this unit of work, children learn...
<b>Year 2</b>	<b>Autumn 1</b>	What makes a good friend?	<b>Me and My Relationships</b>	<ul style="list-style-type: none"> <li>• Suggest actions that will contribute positively to the life of the classroom;</li> <li>• Make and undertake pledges based on those actions.</li> <li>• Take part in creating and agreeing classroom rules.</li> <li>• Use a range of words to describe feelings;</li> <li>• Recognise that people have different ways of expressing their feelings;</li> </ul>



				<ul style="list-style-type: none"> <li>• Identify helpful ways of responding to other's feelings.</li> <li>• Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>• Explain where someone could get help if they were being upset by someone else's behaviour.</li> <li>• Recognise that friendship is a special kind of relationship;</li> <li>• Identify some of the ways that good friends care for each other.</li> <li>• Explain the difference between bullying and isolated unkind behaviour;</li> <li>• Recognise that there are different types of bullying and unkind behaviour;</li> <li>• Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> <li>• Understand and describe strategies for dealing with bullying:</li> <li>• Rehearse and demonstrate some of these strategies.</li> <li>• Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;</li> <li>• Identify situations as to whether they are incidents of teasing or bullying.</li> </ul>
<b>Autumn 2</b>	Who is special to us?	Valuing Difference		<ul style="list-style-type: none"> <li>• Identify some of the physical and non-physical differences and similarities between people;</li> <li>• Know and use words and phrases that show respect for other people.</li> <li>• Identify people who are special to them;</li> <li>• Explain some of the ways those people are special to them.</li> <li>• Recognise and explain how a person's behaviour can affect other people.</li> <li>• Explain how it feels to be part of a group;</li> <li>• Explain how it feels to be left out from a group;</li> <li>• Identify groups they are part of;</li> <li>• Suggest and use strategies for helping someone who is feeling left out.</li> <li>• Recognise and describe acts of kindness and unkindness;</li> <li>• Explain how these impact on other people's feelings;</li> <li>• Suggest kind words and actions they can show to others;</li> <li>• Show acts of kindness to others in school.</li> <li>• Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> <li>• Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</li> </ul>

	<p><b>Spring 1</b></p>	<p>What helps us stay safe?</p>	<p><b>Keeping Safe</b></p>	<ul style="list-style-type: none"> <li>• Understand that medicines can sometimes make people feel better when they're ill;</li> <li>• Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</li> <li>• Explain simple issues of safety and responsibility about medicines and their use.</li> <li>• Identify situations in which they would feel safe or unsafe;</li> <li>• Suggest actions for dealing with unsafe situations including who they could ask for help.</li> <li>• 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.</li> <li>• Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</li> <li>• Identify the types of touch they like and do not like;</li> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> <li>• Recognise that some touches are not fun and can hurt or be upsetting;</li> <li>• Know that they can ask someone to stop touching them;</li> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> <li>• Identify safe secrets (including surprises) and unsafe secrets;</li> <li>• Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> <li>• Identify how inappropriate touch can make someone feel;</li> <li>• Understand that there are unsafe secrets and secrets that are nice surprises;</li> <li>• 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.</li> </ul>
	<p><b>Spring 2</b></p>	<p>What can we do with money?</p>	<p><b>Rights and Respect</b></p>	<ul style="list-style-type: none"> <li>• Describe and record strategies for getting on with others in the classroom.</li> <li>• Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> <li>• Identify special people in the school and community who can help to keep them safe;</li> <li>• Know how to ask for help.</li> <li>• Understand that people have choices about what they do with their money;</li> <li>• Know that money can be saved for a use at a future time;</li> <li>• Explain how they might feel when they spend money on different things.</li> </ul>

			<ul style="list-style-type: none"> <li>• Recognise that money can be spent on items which are essential or non-essential;</li> <li>• Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</li> <li>• Identify what they like about the school environment;</li> <li>• Identify any problems with the school environment (e.g. things needing repair);</li> <li>• Make suggestions for improving the school environment;</li> <li>• Recognise that they all have a responsibility for helping to look after the school environment.</li> </ul>
<b>Summer 1</b>	What can help us grow and stay healthy?	<b>Being my Best</b>	<ul style="list-style-type: none"> <li>• Explain the stages of the learning line showing an understanding of the learning process;</li> <li>• Help themselves and others develop a positive attitude that support their wellbeing;</li> <li>• Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</li> <li>• Understand and give examples of things they can choose themselves and things that others choose for them;</li> <li>• Explain things that they like and dislike, and understand that they have choices about these things;</li> <li>• Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> <li>• Explain how germs can be spread;</li> <li>• Describe simple hygiene routines such as hand washing;</li> <li>• Understand that vaccinations can help to prevent certain illnesses.</li> <li>• Explain the importance of good dental hygiene;</li> <li>• Describe simple dental hygiene routines.</li> <li>• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</li> <li>• Describe how food, water and air get into the body and blood.</li> <li>• Understand that the body gets energy from food, water and oxygen;</li> <li>• Recognise that exercise and sleep are important to health</li> </ul>
<b>Summer 2</b>	How do we change and grow?	<b>Growing and Changing</b>	<ul style="list-style-type: none"> <li>• Demonstrate simple ways of giving positive feedback to others.</li> <li>• Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</li> <li>• Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> <li>• Understand and describe some of the things that people are capable of at these different stages.</li> </ul>

				<ul style="list-style-type: none"> <li>• Identify which parts of the human body are private;</li> <li>• Explain that a person's genitals help them to make babies when they are grown up;</li> <li>• Understand that humans mostly have the same body parts but that they can look different from person to person.</li> <li>• Explain what privacy means;</li> <li>• Know that you are not allowed to touch someone's private belongings without their permission;</li> <li>• Give examples of different types of private information.</li> </ul>
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Year	Half term	Key question	Topic	In this unit of work, children learn...
Year 3	<b>Autumn 1</b>	How can conflict be resolved?	Me and my Relationships	<ul style="list-style-type: none"> <li>• why rules are different for different age groups</li> <li>• strategies for maintaining a positive relationship with their special people.</li> <li>• strategies for resolving conflict</li> <li>• how working together in a collaborative manner can help everyone to achieve success</li> <li>• that no-one has the right to force them to do a dare</li> </ul>
	<b>Autumn 2</b>	What do we notice about our community?	Valuing Differences	<ul style="list-style-type: none"> <li>• that there are many different types of family</li> <li>• the term 'community' and the benefits of belonging to a community</li> <li>• that people living in the UK have different origins</li> <li>• similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds</li> <li>• why people have prejudiced views and understand what this is</li> </ul>
	<b>Spring 1</b>	How can I manage risk?	Keeping Safe	<ul style="list-style-type: none"> <li>• situations which are safe or unsafe and strategies for keeping safe.</li> <li>• risk factors in given situations and ways of reducing or managing those risks.</li> <li>• that medicines are drugs and suggest ways that they can be helpful or harmful.</li> <li>• the concepts of basic first-aid including dealing with burns and scalds</li> <li>• about fire safety at home including the need for smoke alarms</li> </ul>
	<b>Spring 2</b>	Who looks after me?	Rights and Respect	<ul style="list-style-type: none"> <li>• some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</li> <li>• key people who are responsible for them to stay safe and healthy</li> <li>• different methods of looking after the school environment</li> </ul>

				<ul style="list-style-type: none"> <li>the terms 'income', 'saving' and 'spending' and that people earn their income through their jobs</li> <li>about common myths and gender stereotypes related to work</li> </ul>
<b>Summer 1</b>	How can we stay healthy?	Being my Best		<ul style="list-style-type: none"> <li>how each of the food groups benefits the body</li> <li>how some infectious illnesses are spread from one person to another</li> <li>how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses</li> <li>about their achievements and areas of development</li> <li>why some groups of people are not represented as much on television/in the media.</li> </ul>
<b>Summer 2</b>	What is a healthy relationship?	Growing and Changing		<ul style="list-style-type: none"> <li>who they have positive healthy relationships with.</li> <li>what is meant by the term body space (or personal space)</li> <li>the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>that for girls, periods are a normal part of puberty.</li> </ul>

Year	Half term	Key question	Topic	In this unit of work, children learn...
Year 4	<b>Autumn 1</b>	How can I be assertive?	Me and my Relationships	<ul style="list-style-type: none"> <li>what is a 'positive, healthy relationship'</li> <li>some of the qualities that they admire in others.</li> <li>assertive strategies for saying 'no' to a friend.</li> <li>that people can have different feelings in the same situations</li> <li>examples of strategies to respond to being bullied, including what people can do and say</li> </ul>
	<b>Autumn 2</b>	How do we show respect to others?	Valuing Differences	<ul style="list-style-type: none"> <li>ways that people are different to each other (including differences of race, gender, religion);</li> <li>potential consequences of aggressive behaviour;</li> <li>strategies for dealing with someone who is behaving aggressively.</li> <li>ways of showing respect to others' differences.</li> <li>how to identify stereotypes, including those promoted in the media.</li> </ul>
	<b>Spring 1</b>	How can I deal with dangerous, risky or hazardous situations?	Keeping Safe	<ul style="list-style-type: none"> <li>the terms 'danger', 'risk' and 'hazard' and how to manage</li> <li>to identify situations which are either dangerous, risky or hazardous</li> <li>strategies for safe online sharing</li> <li>strategies for managing dares</li> <li>safety issues for medicine use and how to limit the spread of infectious diseases</li> <li>the key risks and effects of smoking and drinking alcohol</li> <li>that we can be influenced both positively and negatively</li> <li>how to deal with first aid minor injuries</li> </ul>
	<b>Spring 2</b>	What are my rights and responsibilities?	Rights and Respect	<ul style="list-style-type: none"> <li>how different people in the school and local community help them stay healthy and safe</li> <li>what is meant by 'being responsible'</li> <li>that humans have rights and also responsibilities;</li> <li>ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);</li> <li>that everyone can make a difference within a democratic process.</li> <li>the value of environmental work.</li> </ul>

				<ul style="list-style-type: none"> <li>the terms 'income' and 'expenditure', 'National Insurance' and 'VAT' and what they mean</li> </ul>
	<b>Summer 1</b>	What are healthy choices?	Being my Best	<ul style="list-style-type: none"> <li>to appreciate everyone is unique</li> <li>that there are times when they will make the same choices as their friends and times when they will choose differently</li> <li>that food, water, exercise, sleep and oral hygiene are important to our health</li> <li>how to contribute to the care of the environment</li> <li>how to support the school community</li> </ul>
	<b>Summer 2</b>	What is a healthy relationship?	Growing and Changing	<ul style="list-style-type: none"> <li>they have the right to protect their personal body space</li> <li>that puberty can have an emotional and physical impact</li> <li>body parts that males and females have in common/are different and the correct terminology</li> <li>periods are a normal part of puberty for girls</li> <li>the terms 'secret' and 'surprise' and the difference between a safe and an unsafe secret</li> <li>that marriage is a commitment to be entered into freely</li> <li>that marriage includes same sex and opposite sex partners and the legal age</li> </ul>

Year	Half term	Key question	Topic	In this unit of work, children learn...
Year 5	<b>Autumn 1</b>	How can I recognise a positive friendship?	Me and my Relationships	<ul style="list-style-type: none"> <li>strategies to help someone feel included</li> <li>about peer influence and how it can make people feel or behave</li> <li>strategies to manage peer influence and the need for peer approval e.g. assertive communication</li> <li>that it is common for friendships to experience challenges</li> <li>strategies to positively resolve disputes and reconcile differences in friendships</li> <li>that friendships can change over time and the benefits of having new and different types of friends</li> <li>how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> </ul>
	<b>Autumn 2</b>	How do we respond to discrimination?	Valuing Differences	<ul style="list-style-type: none"> <li>that everyone should be treated equally</li> <li>why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> <li>the impact of discrimination on individuals, groups and wider society and ways to safely challenge discrimination</li> </ul>
	<b>Spring 1</b>	What can I do if I feel uncomfortable or unsafe?	Keeping Safe	<ul style="list-style-type: none"> <li>to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>how to ask for, give and not give permission for physical contact</li> <li>how it feels in a person's mind and body when they are uncomfortable</li> <li>that it is never someone's fault if they have experienced unacceptable contact</li> <li>how to respond to unwanted or unacceptable physical contact</li> <li>that no one should ask them to keep a secret that makes them feel uncomfortable</li> </ul>

				<ul style="list-style-type: none"> <li>• to identify when situations are becoming risky</li> <li>• to identify where they can help take responsibility for their own safety</li> <li>• how to respond in an emergency and about fire safety</li> </ul>
	<b>Spring 2</b>	What career opportunities are there?	Rights and Respect	<ul style="list-style-type: none"> <li>• to identify jobs that they might like to do in the future</li> <li>• why someone might choose a certain career</li> <li>• the importance of diversity and inclusion to promote people's career opportunities</li> <li>• that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> <li>• the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>• how to show compassion for the environment, animals and other living things</li> </ul>
	<b>Summer 1</b>	What can I do daily to support my health?	Being my Best	<ul style="list-style-type: none"> <li>• how sleep contributes to a healthy lifestyle</li> <li>• healthy sleep strategies and how to maintain them</li> <li>• about the benefits of being outdoors and in the sun for physical and mental health</li> <li>• how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>• how medicines can contribute to health and how allergies can be managed</li> <li>• that some diseases can be prevented by vaccinations and immunisations</li> <li>• that bacteria and viruses can affect health</li> <li>• how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> </ul> <p>to recognise the shared responsibility of keeping a clean environment</p>
	<b>Summer 2</b>	What is identity?	Growing and Changing	<ul style="list-style-type: none"> <li>• that for some people their gender identity does not correspond with their biological sex</li> <li>• how to recognise, respect and express their individuality and personal qualities</li> <li>• ways to boost their mood and improve emotional wellbeing</li> <li>• about the link between participating in interests, hobbies and community groups and mental wellbeing</li> <li>• the correct words for the external sexual organs and discuss some of the myths associated with puberty.</li> <li>• some products that they may need during puberty and why</li> <li>• what menstruation is and why it happens.</li> <li>• how to be resilient in order to find someone who will listen to you.</li> </ul>

Year	Half term	Key question	Topic	In this unit of work, children learn...
Year 6	<b>Autumn 1</b>	How can I relate positively with others?	Me and my Relationships	<ul style="list-style-type: none"> <li>• what is meant by the terms 'negotiation' and 'compromise' and suggest positive strategies for negotiating and compromising</li> <li>• some of the challenges that arise from friendships and suggest strategies for dealing with such challenges</li> <li>• <b>about</b> peer influence and pressure and learn about assertive behaviours</li> <li>• empathise with patterns of behaviour in peer-group dynamics</li> <li>• basic emotional needs and understand that they change according to circumstance</li> </ul>

			<ul style="list-style-type: none"> <li>• the consequences of reacting to others in a positive or negative way</li> </ul>
<b>Autumn 2</b>	What is prejudice?	Valuing Differences	<ul style="list-style-type: none"> <li>• what prejudice means</li> <li>• to differentiate between prejudice and discrimination</li> <li>• how to recognise acts of discrimination</li> <li>• strategies to safely respond to and challenge discrimination</li> <li>• how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>• how stereotypes are perpetuated and how to challenge this</li> <li>• about diversity and extremism</li> </ul>
<b>Spring 1</b>	What can I do to stay safe in relationships in person and online?	Keeping Safe	<ul style="list-style-type: none"> <li>• to compare the features of a healthy and unhealthy friendship</li> <li>• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• strategies to respond to pressure from friends including online</li> <li>• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• how to get advice and report concerns about personal safety, including online</li> <li>• what consent means and how to seek and give/not give permission in different situations</li> <li>• how to protect personal information online</li> <li>• to identify potential risks of personal information being misused</li> <li>• strategies for dealing with requests for personal information or images of themselves</li> <li>• to identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>• that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</li> <li>• what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>• how to report the misuse of personal information or sharing of upsetting content/ images online</li> <li>• about the different age rating systems for social media, T.V, films, games and online gaming</li> <li>• why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li> <li>• First Aid – dealing with emergency situations including CPR, recovery position, choking.</li> </ul>
<b>Spring 2</b>	How can I use money carefully?	Rights and Respect	<ul style="list-style-type: none"> <li>• about the role that money plays in people's lives, attitudes towards it and what influences decisions about money</li> <li>• about value for money and how to judge if something is value for money</li> <li>• how companies encourage customers to buy things and why it is important to be a critical consumer</li> </ul>



			<ul style="list-style-type: none"> <li>• how having or not having money can impact on a person's emotions, health and wellbeing</li> <li>• about common risks associated with money, including debt, fraud and gambling</li> <li>• how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>• about credit and debit cards</li> </ul>
<b>Summer 1</b>	What can I do daily to support my mental health?	Being my Best	<ul style="list-style-type: none"> <li>• that mental health is just as important as physical health and that both need looking after</li> <li>• to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>• how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>• positive strategies for managing feelings</li> <li>• how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>• identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>• the importance of asking for support from a trusted adult</li> <li>• how balancing time online with other activities helps to maintain their health and wellbeing</li> <li>• strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> </ul>
<b>Summer 2</b>	What is identity?	Growing and Changing	<ul style="list-style-type: none"> <li>• changes that you have control of – who you make new friends with</li> <li>• changes you have no control of – moving onto secondary school</li> <li>• new roles and responsibilities as you grow up</li> <li>• what more independence will look like as you grow older</li> <li>• how to manage changes and who to seek help from</li> <li>• different types of relationships you have now and types of relationships you might have in the future</li> <li>• what a healthy relationship looks like and qualities that make a relationship flourish</li> <li>• what an unhealthy relationship might look like</li> <li>• how relationships change over time and how people work through difficulty</li> <li>• what it means to be attracted to someone</li> <li>• that people who love each other can be of any gender, ethnicity or faith</li> <li>• adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>• marriage is a formal and legally recognised commitment of two people to each other which is intended to be lifelong and forcing someone to marry is illegal</li> <li>• how bodies change and when those changes happen</li> <li>• emotional changes that happen during puberty</li> <li>• common worries about puberty</li> <li>• myths and facts behind puberty</li> <li>• about body image and how it can be affected</li> <li>• the type of images seen often in the media e.g. perfect, even coloured skin and types of images seen rarely e.g. different races, girls wearing a hijab, transgender</li> <li>• how the media manipulated images of people/celebrities in the media</li> </ul>

				<ul style="list-style-type: none"> <li>• that sex is part of a long term, stable, loving and consenting relationship</li> <li>• the legal age for sex</li> <li>• what sexual intercourse is</li> <li>• what conception is and what pregnancy means</li> <li>• who can have a baby</li> <li>• the responsibilities of becoming a parent</li> <li>• about different types of drugs and their effect on health and well being</li> <li>• the laws and risks of drug taking</li> <li>• what peer pressure is and strategies for responding to it.</li> </ul>
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**Appendix 2: By the end of primary school pupils should know**

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"><li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>• 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</li><li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>• Where to get advice e.g. family, school and/or other sources</li></ul>

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

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

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