

2023-24

RSE Policy



Executive Headteacher
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Purpose

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

Whilst we do not have to follow the National Curriculum, we are expected to provide all pupils with a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Rationale

The school is committed to the provision of RSE to all pupils. Our programme aims to respond to the diversity of pupils' cultures, faiths and family backgrounds. Time and provision will be allocated to all pupils equally but there may be occasions where pupils with Special Educational Needs are given additional support from support staff. At Airedale Infant and Junior Schools we teach RSE as set out in this policy.

Aims

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; it is not about the promotion of sexual activity.

At Airedale Infant and Junior School, RSE is delivered with an awareness of the moral code and values which underpin all work done in school. In particular, we teach RSE in the belief that:

- it should be taught in the context of a loving, stable relationship and family life;
- pupils are taught to have respect for their own bodies;
- pupils learn about their responsibilities to others and are made aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- pupils need to learn the importance of self-control.

The RSE Curriculum

Our curriculum is based on SCARF (a programme of study designed by Coram Education) and is set out as per Appendix 1, but it may be adapted to meet the needs of pupils as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If questions are asked outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and do not seek answers online. Questions may not be answered directly and could be addressed later, individually. Individual teachers must use their skill and discretion in this area and refer to senior leaders if they are concerned.

Staff are aware that views on RSE and related issues are varied however whilst personal views are respected, RSE At Airedale Infant and Junior School is taught without bias. All topics are presented using a range of views and beliefs so that pupils may form their own, informed opinions whilst respecting those of others. We believe that RSE should meet the needs of all pupils, regardless of their developing sexuality, and be able to deal honestly and sensitively with questions about sexual orientation, answering them appropriately and offering support as needed. Bullying is not tolerated and will be dealt with strongly.

RSE is taught mainly through the PSHE (personal, social, health and economic) curriculum but biological aspects are taught in science and PE lessons and other aspects may be included through Religious Education.

In PSHE and science we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and their functions, and we explain to children what will happen to their bodies during puberty, life cycles and the main stages of the human life cycle. We encourage the children to ask questions both in school and at home for further clarification and information if they need it.

In Years 5 & 6, we place a particular emphasis on health education, as many children experience the onset puberty at this age. Teachers answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are made and born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy). 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 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 **Academy Council** will ensure that:

- the policy is effective and will hold the headteacher to account for its implementation.
- It is the responsibility of both the Head Teacher and Academy Council to ensure that both staff and parents are informed about the RSE policy, and that the policy is implemented effectively and consistently across school.
- proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).

The **Headteacher** is responsible for ensuring that this policy is adhered to, and that:

- It is the responsibility of both the Head Teacher and Academy Council to ensure that both staff and parents are informed about the RSE policy and that the policy is implemented effectively and consistently across school
- It is also the Head Teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- The Head Teacher 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

The **Senior Leadership Team/RSE Lead** are responsible for ensuring that:

- there is a comprehensive overview of whole school topics and how, when and why key skills and knowledge will be taught
- there is clear progression of skills within a year and across years and phases and that knowledge is built upon and embedded and contextualised.
- there is collaboration across school, across the Trust and externally so as to develop and embed staff expertise
- The RSE leader carries out accurate monitoring, tracking and analysis of the quality of teaching and learning in the curriculum and that this results in high-quality provision
- the Headteacher and academy council are informed on the quality of teaching, learning and assessment within the curriculum and the progress and attainment achieved by all pupils
- the school RSE curriculum is implemented in accordance with this policy.
- accurate provision is in place for pupils with different abilities and needs, including children with SEND so that they are able to achieve the very best they can

Class teachers 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 (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 Head Teacher.

The Role of the Parents

The school is well aware that the primary role in RSE lies with parents and carers. We wish to build positive and supporting relationships with the parents and carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we

- Inform parents and carers about the school's RSE policy and practice;
- Answer any questions that parents and carers may have about the RSE of their child;

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 this policy and addressed to the Head Teacher. The Head Teacher will discuss the request with parents and take appropriate action
- Alternative work will be given to pupils who are withdrawn from sex education.

Monitoring and Review

The delivery of RSE is monitored by Senior Leadership Team through: planning scrutinies, learning walks and lesson observations.

- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by The Head Teacher annually. At every review, the policy will be approved by the Governing Body.

Inclusion

Teachers and supporting adults will have high expectations for every pupil. They should plan, deliver and assess learning for *all* pupils including those whose attainment is significantly above the expected standard and for pupils who have low levels of prior attainment, are making slower progress or have an identified special educational need.

A wide range of pupils have special educational needs, some of whom also have disabilities. Learning should be planned to ensure that there are no barriers to every pupil achieving. The [special educational needs and disability code of practice](#) includes

advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN and disability code of practice is clear about what should be done to meet their needs. Teachers are responsible for using SEND information to make necessary adjustments for individual pupils in individual learning sessions.

Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages. The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, and gender reassignment.

Appendix 1

| PSHRE Curriculum Map by Year Group | | | | |
|---|---|--|--|---|
| | Year 3 | Year 4 | Year 5 | Year 6 |
| Me and my relationships | <ul style="list-style-type: none"> • Explore why rules are different for different age groups, in particular for internet-based activities • Consider the possible consequences of breaking the rules. • Explain some of the feelings someone might have when they lose something important to them • Understand that these feelings are normal and a way of dealing with the situation. • Suggest strategies for maintaining a positive relationship with their special people. • Demonstrate simple strategies for resolving given conflict situations. • Explain what a dare is and 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 • Express opinions and listen to those of others • 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. | <ul style="list-style-type: none"> • 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. • Define successful qualities of teamwork and collaboration. • Recognise that different people can have different feelings in the same situation • Explain how feelings can be linked to physical state. • 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 | <ul style="list-style-type: none"> • Explain what collaboration means; describe the attributes needed to and give examples of how they have worked 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 • 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 • Recognise basic emotional needs, understand that they change according to circumstance • Identify risk factors in a given situation and consider outcomes of risk taking in this situation, including emotional risks • Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. | <ul style="list-style-type: none"> • Demonstrate a collaborative approach • Explain what is meant by the terms 'negotiation' and 'compromise'; • 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 • Recognise peer influence and pressure • Recognise basic emotional needs and understand that they change according to circumstance • Describe ways in which people show their commitment to each other • Know the ages at which a person can marry • Understand that everyone has the right to be free to choose who and whether to marry. • Recognise that some types of physical touch produce strong negative feelings and know that some inappropriate touch is also illegal. • Identify strategies for keeping personal information safe online; • Describe safe and respectful behaviours when using technology |

| | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------|---|---|--|---|
| Valuing difference | <ul style="list-style-type: none"> • Recognise that there are many different types of family • Understand what is meant by 'adoption' 'fostering' 'same-sex relationships' and 'community' • Identify the different communities that they belong to and the benefits that come with this, especially the benefit to mental health and wellbeing • Give examples of respectful language and 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 • Identify 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 and 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. | <ul style="list-style-type: none"> • Define the terms of 'negotiation' and 'compromise' and understand the need to manage conflict • 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 • List some of the ways that people are different to each other (including differences of race, gender, religion) • Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences • Recognise potential consequences of aggressive behaviour • Suggest strategies for dealing with someone who is behaving aggressively. • Understand and identify stereotypes, including those promoted in the media. | <ul style="list-style-type: none"> • Define some key qualities of friendship • Describe ways of making a friendship last. Explain why friendships sometimes end. • Demonstrate respectfulness in responding 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. • Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them • 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. | <ul style="list-style-type: none"> • Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences • Suggest strategies for dealing with bullying • 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 • Understand and explain the term prejudice • Identify and describe different groups. Describe the benefits of living in a diverse society • Explain the importance of mutual respect for different faiths and beliefs • Explain the difference between a friend and an acquaintance • Describe qualities of a strong, positive friendship • Describe the benefits of other types of relationship (neighbour, parent/carer, relative) • 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. |

| | Year 3 | Year 4 | Year 5 | Year 6 |
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| Keeping myself safe | <ul style="list-style-type: none"> Define the words danger and risk and explain the difference Identify safe and unsafe situations; suggest strategies for keeping safe and people who can help. Identify some key risks and effects of cigarettes and alcohol Define the word 'drug' and understand that nicotine and alcohol are both drugs. Identify risk factors and suggest ways of reducing or managing those risks. Recognise risks of browsing online. Know that our body can often give us a sign when something doesn't feel right and to talk to a trusted adult if this happens Recognise and describe appropriate behaviour online as well as offline Identify 'what is 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. Demonstrate strategies for assessing risks and understand where to get help from when making decisions. Know that medicines are drugs and suggest ways that they can be helpful or harmful Basic First Aid – Know how and when to make a call to the Emergency Services | <ul style="list-style-type: none"> Define the terms 'danger', 'risk' and 'hazard' and explain the difference Identify situations which are dangerous, risky or hazardous & suggest strategies to manage risk. Identify images that are safe or unsafe to share online and know and explain strategies for safe online sharing Understand and explain the implications of sharing images online without consent. Understand that medicines are drugs and the safety issues of medicine use Suggest alternatives to taking a medicine when unwell and strategies for limiting the spread of infectious diseases Understand some of the key risks and effects of smoking and drinking alcohol Describe stages of identifying and managing risk Suggest people they can ask for help in managing risk. Understand that we can be influenced both positively and negatively Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. Basic First Aid: Know how to help with head injuries, asthma attacks and choking | <ul style="list-style-type: none"> Describe why and how habits can be hard to change. Explain how to weigh up risk factors when making a decision Demonstrate strategies to deal with both face-to-face and online bullying and skills for supporting others who are bullied Define 'dare' and suggest ways of standing up to someone who gives a dare; share views about decision making when faced with a risky situation Consider what information is safe and unsafe to share offline and online and reflect on the consequences of not keeping personal data private Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face Know how to protect personal information Know that all medicines are drugs but not all drugs are medicines Understand ways in which medicines can be helpful or harmful and used safely or unsafely. Understand the norms around smoking, vaping and alcohol use and the reasons behind the common misconceptions including media portrayal. Basic first aid: Know how to help with bleeding, burns and broken bones | <ul style="list-style-type: none"> 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 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 Explain how drugs can be categorised into different groups depending on their medical and legal context Explain in simple terms some of the laws that control drugs in this country. Understand some of the basic laws in relation to drugs Understand the actual norms around drinking alcohol. Describe some of the effects and risks of drinking alcohol. 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. Basic first aid: Know how to help with responsive and unresponsive casualties who are/are not breathing |

| | Year 3 | Year 4 | Year 5 | Year 6 |
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| Rights and Responsibilities | <ul style="list-style-type: none"> Define 'volunteer' and identify people who are volunteers in the school community Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. Identify key people who are responsible for them to stay safe and healthy Suggest ways they can help these people. Understand the difference between 'fact' and 'opinion' Understand how an event can be perceived from different viewpoints Plan, draft and publish a recount using the appropriate language. Evaluate and explain different methods of looking after the school environment Understand the terms 'income', 'saving' and 'spending' Recognise that there are times we can buy items we want and times when we need to save for items Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) Explain that people earn their income through their jobs Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility) | <ul style="list-style-type: none"> Explain how people in the school and community help them stay healthy and safe Define what is meant by 'being responsible' Understand that humans have rights and also responsibilities Suggest and engage with ways that they can contribute to the decision-making process in school and recognise that everyone can make a difference Recognise that reports in the media can influence the way they think about a topic Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. Explain the role of the bystander and how it can influence bullying or anti-social behaviour Recognise that they can play a role in influencing outcomes of situations by their actions. Understand some of the ways that various environmental organisations work to help take care of the environment Define the terms 'income' and 'expenditure' Prioritise items of expenditure in the home from most essential to least essential. Prioritise public services from most essential to least essential | <ul style="list-style-type: none"> Identify, write and discuss issues currently in the media concerning health and wellbeing Make recommendations on an issue concerning health and wellbeing. Understand the difference between a fact and an opinion Understand what biased reporting is and the need to think critically about things we read. Define the differences between responsibilities, rights and duties Discuss what can make them difficult to follow Explain what we mean by the terms voluntary, community and pressure group Give examples of voluntary groups, the kind of work they do and its value. State the costs involved in producing and selling an item Suggest questions a consumer should ask before buying a product. Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance. Explain some of the areas that local councils have responsibility for; Understand that local councillors are elected to represent their community | <ul style="list-style-type: none"> Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them 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. Explain some benefits of saving money Describe the costs that go into producing an item Explain what is meant by the term <i>interest</i>. Recognise and explain that different jobs have different levels of pay and the factors that influence this Explain the different types of tax (income tax and VAT) which help to fund public services Evaluate the different public services and compare their value. Explain what we mean by the terms voluntary, community and pressure (action) group Explain what is meant by living in an environmentally sustainable way Suggest actions that could be taken to live in a more environmentally sustainable way |

| | Year 3 | Year 4 | Year 5 | Year 6 |
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| Being my Best | <ul style="list-style-type: none"> • Explain how each of the food groups benefits the body and give examples of what foods might make up a healthy balanced meal. • Explain how some infectious illnesses are spread and how hygiene routines can help to reduce this risk • Demonstrate an understanding of health and wellbeing issues that are relevant to them • Identify their achievements and areas for development • Recognise that people may say kind things to help us feel good about ourselves • Explain why some groups of people are not represented as much on television/in the media • Demonstrate how working together collaboratively can help everyone to achieve success • Understand and explain how the brain sends and receives messages through the nerves • Name major internal body parts (heart, lungs, stomach, small and large intestines, liver,); • Describe how food, water and air get into the body and blood. • Explain some of the different talents and skills that people have and how they are developed; recognise their own skills and those of others | <ul style="list-style-type: none"> • 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. • Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health • Plan a menu that gives a healthy balanced of foods from across the food groups on the 'Eatwell Guide' • Understand the ways in which they can contribute to the care of the environment • Suggest ways the Seven Rs recycling methods can be applied to different scenarios. • Define what is meant by the word 'community' • Suggest ways in which different people support the school community • Identify qualities and attributes of people who support the school community. | <ul style="list-style-type: none"> • Know two harmful effects each of smoking/drinking alcohol. • Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. • Explain the function of at least one internal organ. • Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. • Identify their own strengths and talents • Identify areas that need improvement and describe strategies for achieving those improvements. • State what is meant by community • Explain what being part of a school community means to them • Suggest ways of improving the school community. • Identify people who are responsible for helping them stay healthy and safe • Identify ways that they can help these people. • Describe 'star' qualities of celebrities as portrayed by the media • Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life • Describe 'star' qualities that 'ordinary' people have | <ul style="list-style-type: none"> • Identify aspirational goals • Describe the actions needed to set and achieve these. • Explain what the five ways to wellbeing are • Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. • Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. • Identify risk factors in a given situation • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. • Recognise what risk is • Explain how a risk can be reduced • Understand risks related to growing up and explain the need to be aware of these; • Assess risks to help keep themselves safe. |

| | Year 3 | Year 4 | Year 5 | Year 6 |
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| Growing & Changing | <ul style="list-style-type: none"> Identify different stages of growth (e.g. baby, toddler, child, teenager, adult) and describe some of the things that are possible at these different stages. Identify different types of relationships and recognise own positive healthy relationships Understand what is meant by the term body space (or personal space) and identify when it is appropriate or not 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 and know who they could ask for help if a secret made them feel uncomfortable or unsafe. Identify which parts of the human body are private; Know the scientific words for the external sexual organs: penis, vulva, testicles and that a person's genitals help them to make babies when they are grown up. | <ul style="list-style-type: none"> Describe some of the changes that happen to people during their lives Suggest people who may be able to help them deal with change. Name some positive and negative feelings Suggest reasons why young people sometimes fall out with their parents 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. Understand 'sex' as gender 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. Explain how someone might feel if they are separated from something/someone they like and suggest ways to support someone in this instance | <ul style="list-style-type: none"> Describe the intensity of different feelings; good and not so good feelings, using appropriate vocabulary Explain and demonstrate strategies which can be used to build and show resilience. Understand what kinds of touch are acceptable or unacceptable and describe strategies for dealing with situations in which they would feel uncomfortable, Understand how the onset of puberty can have an emotional as well as a physical impact Discuss some of the myths associated with puberty; understand and explain why puberty happens. Identify parts of the body that males and females have in common and those that are different Know the key facts of the menstrual cycle and the scientific names for internal parts of the body: ovaries, fallopian tube; uterus; womb Understand that periods or menstruation are a normal part of puberty for girls, what it is and why it happens. Identify the consequences of positive and negative behaviour Give examples of how individual/group actions can impact on others | <ul style="list-style-type: none"> Recognise some changes they have experienced, their emotional responses to those changes and suggest positive strategies for dealing with change Identify people who can support in dealing with a time of change. Recognise that photos can be changed to match society's view of perfect Identify qualities that people have, as well as their appearance. Define 'stereotype' and know how the media can sometimes reinforce gender stereotypes Challenge stereotypical gender portrayals Understand the risks of sharing images online Understand that people can feel pressured to behave in a certain way because of their peers Understand the norms of risk-taking behaviour Know that changes during puberty aid sexual reproduction Know how babies are made and born Know where someone could get support if they were concerned about their own or another person's safety. Understand what FGM is and that it is an illegal practice in this country Explain why someone might need to break a confidence in order to keep someone safe. Know the legal age of consent and what it means. |

Appendix 2

Physical Health and Mental Well-Being and Relationships Education – Statutory Objectives

By the end of primary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------|---|
| Mental wellbeing | <ul style="list-style-type: none"> • 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 importance of rest, 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, the problems can be resolved if the right support is made available, especially if accessed early enough. |
| Internet safety and harms | <ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • 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. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online. |

| TOPIC | PUPILS SHOULD KNOW |
|-----------------------------|--|
| Physical health and fitness | <ul style="list-style-type: none"> • 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 walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health. |
| Healthy eating | <ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other 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 tooth decay) and other behaviours (e.g. The impact of alcohol on diet or health). |
| Drugs, alcohol and tobacco | <ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| Health and prevention | <ul style="list-style-type: none"> • 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 sufficient 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 and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination. |
| Basic first aid | <ul style="list-style-type: none"> • 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. |
| Changing adolescent body | <ul style="list-style-type: none"> • 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. |

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|---|
| Families and people who care about me | <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. |
| Respectful relationships | <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults |

| TOPIC | PUPILS SHOULD KNOW |
|----------------------|---|
| Online relationships | <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online |
| Being safe | <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources |

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 the non-statutory 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 | | | |
| | | | |

