Trust Policy
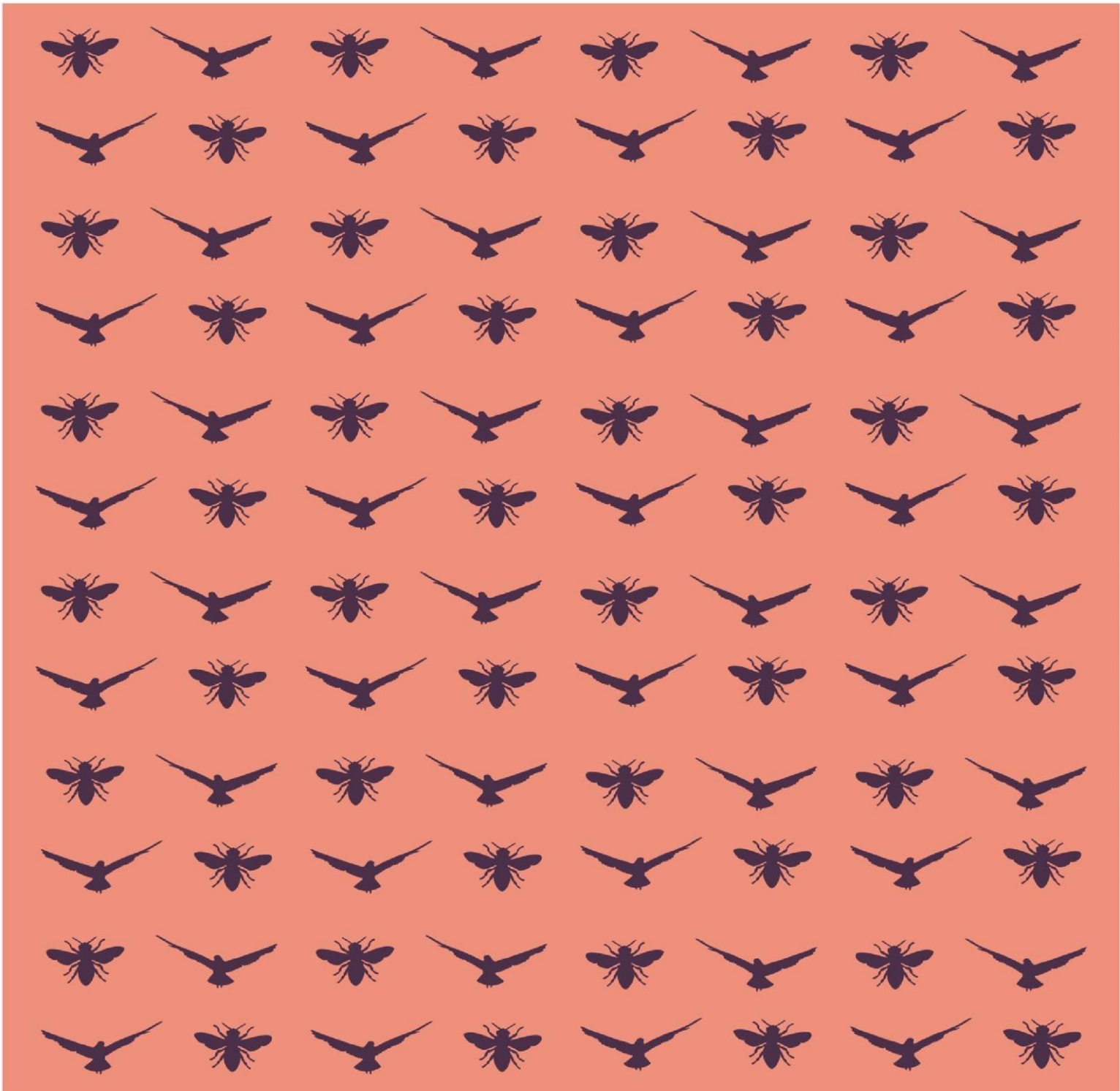
Relationships and Sex Education Policy (Primary)

Contained within this document:

Full guidance of the delivery of RSE in Nova Primary schools

Relationships and Sex Education Policy (Primary)

Policy/Procedure management log

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CONTENTS

1. Introduction

At Nova Education Trust we, along with all of our academies, are aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

This policy covers our approach to Relationships Education (ReE), Relationships and Sex Education (RSE) and Health Education, not only in lessons but through the attitude of our staff and pupils alike, our ethos and approach and commitment to equality both within and outside of the classroom.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

This policy outlines how we teach RSE at Firbeck Academy.

2. Aims

Nova Education Trust acknowledges that in order for children and young people to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. All of our academies understand that high quality, evidence-based and age appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

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

At Firbeck Academy the RSE curriculum prepares our children for the wider world and their future, develops their understanding of how to stay safe, what being a responsible citizen means and looks like. The curriculum develops children's understanding that they are in charge of their own health, what staying health means and looks like. Our RSE curriculum empower our children provides them with an open environment to feel safe.

3. Statutory Guidance

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

4. 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

5. Defining Relationships and Sex Education in a Primary setting

5.1 Relationships Education

The Department for Education defines relationships education as, teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.
Relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity. All primary schools within our trust, undertake work on developing character and RSE will link closely with this.

It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

Relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours.

It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.

In addition, relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

Our Academies will ensure that teaching about families will be based on an individual schools' knowledge of its pupils and their families. Age appropriate teaching about the many different forms a family can take will be undertaken.

5.2 Sex Education

Although the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools, Sex education is currently **not** compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

Within the Nova Education Trust many of our primary schools already chose to teach aspects of sex education and will continue to do so.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.

In our schools sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in human life cycle set out in the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls' and boys' bodies function and change as they grow into adults.

Sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age-appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

We believe it is the duty of schools in our Trust to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

5.3 Health Education

The focus of primary Health Education is ensuring that pupils understand the characteristics of good physical health and mental wellbeing, ways in which they can stay safe in real life and on line alongside developing an awareness that mental wellbeing is part of normal daily life and nothing to be ashamed about.

At Nova Education Trust will ensure that pupils in its' schools are taught the information they need to make good decisions about their own health and wellbeing. Pupils will then be able to recognise what is normal for them, what is an issue and how to seek support.

Health Education will ensure that pupils are aware of the changes happening to them during puberty and will raise awareness within all pupils about menstruation. As a Trust we will support our female pupils who experience period poverty.

6. Definitions

6.1 Relationship and Sex Education

- 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.

6.2 Physical Health and Mental Wellbeing

- Health Education is about pupils developing an awareness of the changes happening to them during puberty.
- Health education will raise awareness within all pupils about menstruation.
- As a Trust we will support our female pupils who experience period poverty.

7. Curriculum

All primary schools within the Trust will deliver the content set out in Appendix 1 in the context of a broad and balanced curriculum. Each school will choose schemes or materials which meet the needs of its children and community.

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 and to the best of their ability so that pupils are fully informed.

Primary sex education will focus on:
- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

8. Delivery of RSE

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
- Growing and changing

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

- At Firbeck Academy RSE is interwoven throughout our PD curriculum and foundation subjects. Within our Science curriculum aspects of growing and change cover the requirements linked to puberty, staying healthy, living a healthy life, reproduction and being safe. In addition aspects are covered as part of our DT curriculum when our children

explore nutrition. The following threads are interwoven into our PD (and therefore RSE) curriculum:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Internet safety and harms
- Being safe
- Physical health and fitness
- Health eating
- Mental wellbeing
- Drugs, alcohol and tobacco
- Health and prevention
- Changing bodies

Themes are revisited throughout he school and prior knowledge is built upon.

The topics follow the statutory guidance, but also meet the needs of our individual pupils. Children with SEN are supported using appropriate language, role play scenarios and pictures to aid understanding. All children are encouraged to be open and curious and know that school is a safe place for them to ask questions.

Menstruation is taught to both boys and girls together, to ensure that all children, not just the girls, are aware of the topic.

Specific sex education lessons are taught to pupils in Years 5 and 6. Although non-statutory, we feel that our children need to be aware of the facts, having considered their development experiences outside of school. This decision is continually reviewed as to whether we feel it is appropriate for the current cohort. Parents are able to view any material used in call and withdraw children from the classes if they wish.

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.

9. 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:
  o Safe and supported
  o 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
- o Digital formats
- Give careful consideration to the level of differentiation needed

9.1 Pupils with Special Educational Needs and Disabilities (SEND)

Relationships Education, RSE and Health Education will be accessible for all pupils.

High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. Schools will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.

All of our schools aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities.

For some pupils there may be a need to tailor content and teaching materials to meet the specific needs of children at different development stages.

9.2 Sexual Identity and Orientation

We aim to deal sensitively and honestly with issues of sexual identity. All schools within the Nova Education Trust will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect.

Individual schools will make the decision as to when it is appropriate to teach pupils about LGBT and to what extent this education will take place. This work will be integrated fully into the scheme of work.

Schools will ensure that all pupils will have been taught about LGBT issues at an appropriate level and context before they leave.

9.3 Ethnic and Cultural sensitivities

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate to be taught particular items in mixed group. We will respond to parental requests and concerns on an individual by individual basis.

9.4 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

10.   Use of external organisations and materials

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

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

We **will**:
- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about 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

11.   Roles and Responsibilities (including monitoring)

11.1 The Local Governing Body

The Local Governing Body will ensure:

- All pupils make progress in achieving the expected educational outcomes;
- The subjects are well led, effectively managed and well planned;
- That the quality of provision is subject to regular and effective self-evaluation;
- That the subjects are resourced in a way that ensures the Academy can fulfil its legal obligations.
- The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

11.2 Headteacher

The Headteacher will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy;
- All teachers explore how new pedagogies and technology can be fully utilised to support subjects;
- The subjects are staffed and timetabled in a way to ensure the Trust and the Academy fulfils their legal obligations;
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all pupils with SEND;
- The Academy works with parents/carers when planning and delivering RSE to pupils.
- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory science components of RSE (see section 11).

11.3 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 non-statutory science components of RSE

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

All teaching staff at Firbeck Academy are responsible for the teaching of RSE.

When managing difficult conversations or questions:

- Teachers will answer questions openly, honestly, scientifically and factually without relying on their personal beliefs.
- Teachers will not answer personal questions about themselves or ask direct personal questions of their pupils that could make either parties vulnerable.
- All schools will need to ensure that all staff delivering RSE have received appropriate CPD including knowledge of the law.

- Teachers will act on any safeguarding concerns / disclosures as a result of the learning with the Designated Safeguarding Lead. This will be dealt with in the same way as any other disclosure made. Please refer to the Safeguarding Policy for further information.

11.4 Pupils

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

11.5 Parents/Carers

The Trust acknowledge the key role that parents/carers play in the development of their children's / young person's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children / young person to grow and mature and to form healthy relationships.

All Parents/Carers will be:
- Given every opportunity to understand the purpose and content of Relationships Education and RSE;
- Encouraged to participate in the development of Relationships Education and RSE; • Able to discuss any concerns directly with the Academy.

12.   Parents right to withdraw

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

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

13.   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.

14.   Links with other policies

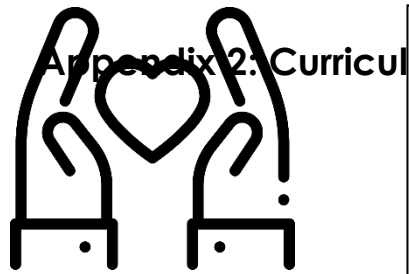This policy should be read in conjunction with the following Trust/Academy policies:

- Safeguarding Policy
- Anti-Bullying Policy
- Behaviour Policy
- E-Safety Policy
- Equality Information

- Wellbeing policy for pupils

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in 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	• 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	• 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	• 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	• 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

RSE KNOWLEDGE Progression

We want our children to learn more, remember more and remember more. This is how our children's RSE knowledge builds from EYFS to Y6.

Area of Study	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and the people who care for me	• Know some of the jobs I do in my family and how I feel like I belong. • Know that all families are different. • Know there are lots of different houses and homes.	• 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. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	• 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. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • *that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.*	• 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. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 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others if needed.	• what a stereotype is, and how stereotypes can be unfair, negative or destructive • **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** • **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**	• that families are important for children growing up because they can give love, security, and stability. • 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. • how to recognise if family relationships are 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Area of Study	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						(primarily reporting bullying to an adult) and how to get help • the importance of permission seeking and giving in relationships with friends, peers and adults	
Caring Friendships	• Know how to make friends to stop myself from feeling lonely. • Know ways to solve problems and stay friends. • Know and understand some of the impact of unkind words. • Know I can use Calm Me time to manage my feelings. • Know how to be a good friend.	• 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.	• 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 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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.	• 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.	• 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	• Know how to use kind words to encourage people. • Know and tell you how I could make new friends. • Know to use my words to stand up for myself.	• 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	• 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	• 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	• 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	• 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	• 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

Area of Study	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		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. • the importance of permission-seeking and giving in relationships with friends, peers, and adults.	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. • the importance of permission-seeking and giving in relationships with friends, peers, and adults. • **what a stereotype is, and how stereotypes can be unfair, negative, or destructive.**	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. • the importance of permission-seeking and giving in relationships with friends, peers, and adults. • 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**	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. • the importance of permission-seeking and giving in relationships with friends, peers, and adults. • 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	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. • the importance of permission-seeking and giving in relationships with friends, peers, and adults. • 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	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. • the importance of permission-seeking and giving in relationships with friends, peers, and adults. • what a stereotype is, and how stereotypes can be unfair, negative, or destructive. • the importance of permission seeking and giving in relationships with friends, peers and adults
Online Relationships			• **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	• 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	• 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**	• 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	• Know what a stranger is and how to stay safe if a stranger approaches me. • Knowing dangers and risks to me in and outside school	• 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	• 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	• 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	• 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	• 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	• 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

Area of Study	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		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.	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.	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.	inappropriate or unsafe physical, and other, contact. • 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.	inappropriate or unsafe physical, and other, contact. • 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.	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.
Mental Wellbeing	• Know that if I persevere I can tackle challenges. • Know and tell you about a time I didn't give up until I achieved my goal. • Know how to set a goal and work towards it. • Know how to use kind words to encourage people. • Know the link between what I learn now and the job I might like to do when I'm older. • Know how I feel when I achieve a goal and know what it means to feel proud. • Know how to make friends to stop myself from feeling lonely. • Know ways to solve problems and stay friends. • Know and understand some of the impact of unkind words. • Know I can use Calm Me time to manage my feelings. • Know how to be a good friend.	• 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 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 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 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		

Area of Study	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		• 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)	• 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)	• 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)	• 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	• On-line safely can be connected to general safety discussions; not talking to strangers, if something is wrong tell an adult you trust		• 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 • 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 • where and how to report concerns and get support with issues online	• 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 • 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 • where and how to report concerns and get support with issues online	• 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		
Physical Health and Fitness	• Know that I need to exercise to keep my body healthy. • Know how moving and resting are good for my body. • Know which foods are healthy and not so healthy and can make healthy eating choices. • Know how to help myself go to sleep and understand why sleep is good for me. • Know how to wash my hands	• 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 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 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	• how and when to seek support including which adults to speak to in school if they are worried about their health		

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	thoroughly and understand why this is important especially before I eat and after I go to the toilet.	• how and when to seek support including which adults to speak to in school if they are worried about their health	• how and when to seek support including which adults to speak to in school if they are worried about their health • **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 • the risks associated with an inactive lifestyle (including obesity)			
Healthy Eating	• Know and name parts of the body. • Know and tell you some things I can do and foods I can eat to be healthy. • Know that we all grow from babies to adults. • Know which foods are healthy and not so healthy and can make healthy eating choices.	• 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)	• 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)	• 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)	• 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)		
Drug, Alcohol and Tobacco		• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking		
Health and Prevention	• Know that I need to exercise to keep my body healthy. • Know how moving and resting are good for my body. • Know how to help myself go to sleep and understand why sleep is good for me.	• 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 personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	• 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 personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body		
Basic First Aid				• how to make a clear and efficient call to emergency services if necessary			
Changing Adolescent Body	• Know and name parts of the body. • Know and tell you some things I can do and foods I can eat to be healthy. • Know that we all grow from babies to adults.	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	• 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**	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes		

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	