

# Relationships Education Policy

**JULY 2019**

Approved by:

Date:

Last reviewed on: June 2020

Next review due by: June 2021

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## 1. Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children
- Help children to understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations, protect themselves and ask for help and support

Kilmorie Primary School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Citizenship, Health and Economic (PSCHE) Education curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity.

These aims complement those of the Science curriculum in KS1 and KS2.

## 2. Statutory requirements

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

We are not required to provide sex education, however, we do need to teach the elements of sex education contained in the statutory science curriculum.

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

At Kilmorie we teach RSE as set out in this policy.

## 3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, consent, 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.

## 4. Curriculum

Our RSE curriculum is embedded within our PSHCE curriculum and is set out as per Appendix 1, however, this will be adapted when necessary.

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

Primary sex education will focus on:

- Sexual difference and naming body parts
- Preparing boys and girls for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation and wet dreams are a normal part of growing up

- How a baby is conceived and born, considered in the context of relationships
- Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice

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

## 5. Delivery of RSE

As part of RSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. Either of these can include heterosexual or same-sex relationships. We ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

We carry out the main RSE curriculum in PSHE lessons (see appendix A for further details), however we also teach RSE through other subject areas e.g. Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

### Science Curriculum

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

#### In Key Stage 1 (yrs 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

#### In Key Stage 2 (yrs 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes as humans develop to old age

- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

### **Teaching and Learning including delivery of the RSE curriculum**

In Key Stage 2 (years 3 -6) we acknowledge that many children will begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single-sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, and what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

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).

## **6. Roles and responsibilities**

### **6.1 The governing body**

The governing body has delegated the approval of this policy to the Children and Learning Committee.

### **6.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 7).

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

### **6.3 Staff**

All 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 components of RSE

Class teachers are responsible for teaching RSE at Kilmore.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

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. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

## 6.4 Pupils

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

## 6.5 Parents

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

- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- A register of any pupils who are removed from lessons will be kept and distributed to all teachers involved

## 7. Parents' right to withdraw

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

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

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

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

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

## 8. Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

## **9. Special Educational Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

## **10. Equal Opportunities**

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

## **11. Complaints Procedure**

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the Kilmorie complaints procedure if they feel things are not resolved.

## **12. Monitoring arrangements**

The delivery of RSE is monitored by SLT through, for example, 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 Kate Glasheen annually. At every review, the policy will be approved by the staff, governing body and the parents or carers.

## **14. Further policies**

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding and Child Protection policy
- Anti-bullying policy and procedures
- Mental health and wellbeing policy
- Online safety policy

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

<p><b>Key</b></p> <p>Text in green – RSE objectives</p> <p>Text in purple – Science objectives (statutory)</p> <p>Text in blue – E-safety objectives</p>
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### Year 1 PSHE and RSE Planning (reviewed Summer 2020)

KCQs	Autumn 1	Autumn 2	Spring 1
	<u>Relationships: Working well together</u>	<u>Relationships: Other people are special too</u>	<u>Health and Wellbeing: Caring for myself</u>
<p><b>Collaborative</b></p> <p><b>Curious</b></p> <p><b>Empathetic</b></p> <p><b>Honest</b></p> <p><b>Independent</b></p> <p><b>Innovative</b></p> <p><b>Resilient</b></p> <p><b>Respectful</b></p>	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>• Know the school and classroom rules and how they help them</li> <li>• Agree rules for their class or group</li> <li>• Collaborate with others in work and play, sharing and taking turns</li> <li>• Contribute to a discussion or conversation</li> <li>• Put their views forward clearly and appropriately</li> <li>• Identify ways of helping in class and improving the environment by their own actions.</li> <li>• Make simple choices between activities</li> </ul> <p><b>E-safety</b></p> <ul style="list-style-type: none"> <li>• Know what is meant by personal information and develop an understanding of why this is special</li> <li>• They develop an understanding of characteristics for a trustworthy person</li> <li>• Know that the internet can be used to find information and can navigate age appropriate websites</li> <li>• Begin to understand how to use a range of online games and apps</li> <li>• Collaborative work</li> </ul>	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>• Know the different groups to which they belong: families, friends, school, etc.</li> <li>• Recognise worth in others</li> <li>• Make positive statements about other people</li> <li>• Understand the effect bullying can have on others and know who to tell in the event of experiencing or observing bullying</li> <li>• Show respect by listening to what other people say</li> <li>• Understand that other people have needs</li> <li>• Consider the value of being a friend and having friends</li> <li>• Identify jobs in the classroom and school and know what contribution they make to the life of the class and school</li> <li>• Show a willingness to care for others</li> <li>• Recognise the ways their own behaviour affects others</li> <li>• Ask for and give permission</li> </ul> <p><b>E-safety</b></p> <ul style="list-style-type: none"> <li>• Have a secure understanding of the differences between real life scenarios and those that take place on the computer</li> <li>• Know that not all information they find on the internet is true</li> <li>• Develop their understanding of safe and unsafe scenarios on the internet</li> <li>• Recognise the differences between online communication techniques (email, online chat forums, social networking sites)</li> </ul>	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>• Own their own feelings, making “I” statements</li> <li>• Carry out personal routines</li> <li>• Name draw and label the basic parts of the human body (including penis, testicles and vagina) and say which part of the body is to do with each sense.</li> <li>• Develop skills for maintaining personal hygiene, cleaning teeth, washing hands</li> <li>• Think about what can go on their body and in their body and that some substances can be harmful</li> <li>• Begin to understand how infections are passed between people (e.g. through cough and sneezing)</li> <li>• Know about medicines</li> </ul> <p><b>E-safety</b></p> <ul style="list-style-type: none"> <li>• Understanding the importance of being kind to others when communicating on the computer</li> <li>• Follow e-safety rules, asking for support/permission if they are unsure</li> <li>• Know who to go to if they come across an unsafe scenario when using the computer</li> </ul>

KCQs	Spring 2	Summer 1	Summer 2
	<u>Relationships: Caring for others</u>	<u>Health and Wellbeing: Keeping Safe</u>	<u>Living in the Modern World: Looking forward</u>
<b>Collaborative</b>	Children should have opportunities to:	Children should have opportunities to:	Children should have opportunities to:
<b>Curious</b>	<ul style="list-style-type: none"> <li>• Begin to accept everyone as an individual</li> <li>• Appreciate the difference between needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>• Follow simple safety rules and instructions</li> <li>• Know places that are safe</li> <li>• <b>Appropriate and inappropriate touch (Let's Talk PANTS – NSPCC)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Perform tasks independently</li> <li>• Value their achievements and talents, want to do well, and make the most of opportunities</li> <li>• Review their progress and recognise personal achievements, strengths and weaknesses</li> </ul>
<b>Empathetic</b>	<ul style="list-style-type: none"> <li>• Respect others' needs, feelings and opinions</li> <li>• Begin to take some responsibility for self and others, e.g.: in the classroom, playground, school visits</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the need to take care and the need for safe actions</li> <li>• Know some of the rules for keeping safe, e.g.: medicines, tablets, household substances, fire, water</li> </ul>	<ul style="list-style-type: none"> <li>• Identify personal goals for improvement</li> <li>• Know some of the things that can cause different emotions</li> </ul>
<b>Honest</b>		<ul style="list-style-type: none"> <li>• Identify dangers by looking and listening</li> <li>• Be able to help others without risk to themselves (Stay Safe – British Red Cross lesson plan)</li> <li>• Care about keeping themselves and others safe</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to talk about a range of emotions and feelings.</li> </ul>
<b>Independent</b>	<ul style="list-style-type: none"> <li>• Consider the value of being part of different groups and communities</li> </ul>		
<b>Innovative</b>	<ul style="list-style-type: none"> <li>• Begin to recognise the way their choices can affect others.</li> </ul>		
<b>Resilient</b>	<ul style="list-style-type: none"> <li>• Explore what improves and harms their local, natural and built environment</li> </ul>		
<b>Respectful</b>	<p>E-safety</p> <ul style="list-style-type: none"> <li>• Say if a situation on the computer or an app has upset them and discuss this with a trusted adult/teacher</li> <li>• Use the internet to find out information regarding keeping safe</li> <li>• Send suitable and purposeful emails to communicate with familiar adults/known friends and teachers</li> <li>• Publish information safely on the internet with adult guidance</li> </ul>	<p>E-safety</p> <ul style="list-style-type: none"> <li>• Communicate positively with trusted adults/known friends and teachers on the computer</li> <li>• Discuss different scenarios that they may come across on the computer and reflect upon these, learning from their own experiences and those of others</li> </ul>	<p>E-safety</p> <ul style="list-style-type: none"> <li>• Say if a situation on the computer or app has upset them and discuss this with a trusted adult/teacher</li> <li>• Use the internet or an app as a learning tool to assess their own learning</li> <li>• Know that the internet can be used to find information and can navigate age appropriate websites</li> <li>• Use a range of online games and apps to develop their own learning</li> </ul>



## Year 2 PSHE and RSE Planning (reviewed Summer 2020)

KCQs	Autumn 1	Autumn 2	Spring 1
	<u>Living in the Modern World: Who's in charge?</u> Children should have opportunities to:	<u>Relationships: Celebrating and recognising differences</u> Children should have opportunities to:	<u>Health and Wellbeing: My body is important</u> Children should have opportunities to:
<b>Collaborative</b>	<ul style="list-style-type: none"> <li>•Communicate and collaborate with others to contribute to the life of the class and school</li> <li>•Know about shops, services and advertising</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to express positive statements about themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>• Feel good about themselves</li> </ul>
<b>Curious</b>	<ul style="list-style-type: none"> <li>•Know that we have to pay for what we buy</li> <li>•Know about the world immediately around them, including community services, libraries, leisure centres, museums, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and name feelings</li> <li>• Feel good about themselves</li> <li>• <b>Identify some similarities and differences between people such as gender, appearance, abilities, families and cultural background</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Value their bodies and monitor what they put into it</b></li> <li>• <b>Understand the need for exercise and rest to keep healthy</b></li> <li>• <b>Know the range of options open to them, e.g.: food, games and activities</b></li> <li>• <b>Understand that animals including humans have babies which grow into adults</b></li> </ul>
<b>Empathetic</b>	<ul style="list-style-type: none"> <li>•Know what improves and harms their local environment and know some of the different ways people look after it.</li> <li>•Observe surroundings and be able to make some judgments</li> </ul>	<ul style="list-style-type: none"> <li>• Know that people have things in common but that everyone is unique</li> </ul>	<ul style="list-style-type: none"> <li>• Know that some diseases are infectious and can be controlled</li> <li>• Appreciate the need to take care, to be safe and care about keeping themselves and others safe</li> </ul>
<b>Honest</b>	<ul style="list-style-type: none"> <li>•Know people in their community who can help them</li> <li>•Respond with increasing confidence to new people and situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Be proud of who they are and understand that difference does not mean better or worse</li> <li>• Explore the idea of fairness for all</li> <li>• <b>Begin to question media messages and stereotypes.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know the names of more parts of their bodies (including penis, testicles and vagina)</b></li> <li>• <b>Know that they have rights over their own bodies (Let's talk PANTS – NSPCC)</b></li> <li>• Know when to keep a secret and when to tell.</li> </ul>
<b>Independent</b>		<ul style="list-style-type: none"> <li>• Understand that bullying and teasing is an unacceptable response to difference</li> </ul>	
<b>Innovative</b>	<p><b>E-safety</b></p> <ul style="list-style-type: none"> <li>•To recognise characteristics of a trustworthy person</li> <li>•Know what is meant by personal information</li> </ul>		<p><b>E-safety</b></p> <ul style="list-style-type: none"> <li>• Recognise what information should and should not be shared online</li> </ul>
<b>Resilient</b>	<ul style="list-style-type: none"> <li>•Recognise when a situation is unsafe and know who is go to for help and support</li> <li>•They can publish information safely on the internet with adult guidance</li> </ul>	<p><b>E-safety</b></p> <ul style="list-style-type: none"> <li>• Children what is meant by personal information and develop an understanding of why this is special</li> <li>• They develop an understanding of characteristics for a trustworthy person</li> <li>•They recognise that pictures should only be shared with known trusted adults and through the guidance of a trusted adult</li> <li>• They can publish information safely on the internet with adult guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Show increasing awareness of and follow e-safety rules</li> <li>• Know which adults are trustworthy and when to discuss a situation that is worrying them with these adults</li> <li>• Have a secure understanding of the differences between real life scenarios and those that take place on the computer</li> <li>• Know that not all information they find on the internet is true</li> <li>• Develop understanding of safe and unsafe scenarios on the internet and know what to do in an unsafe scenario</li> </ul>
<b>Respectful</b>			

KCQs	Spring 2	Summer 1	Summer 2
	<u>Relationships: Changing friendships</u>	<u>Health and Wellbeing: Taking charge</u>	<u>Living in the Modern World: Looking Forward</u>
	Children should have opportunities to:	Children should have opportunities to:	Children should have opportunities to:
<b>Collaborative</b>	<ul style="list-style-type: none"> <li>Consider the qualities of a friend, and what they value in friends</li> <li>Understand what a friend is, and how to be a friend</li> </ul>	<ul style="list-style-type: none"> <li>Develop personal values by being able to clarify what is important to them</li> <li>Understand that they have choices, exploring ideas of good and bad, right and wrong and uncertain</li> </ul>	<ul style="list-style-type: none"> <li>Begin to take responsibility for self and others in and out of school, e.g.: classroom, playground, visits</li> </ul>
<b>Curious</b>	<ul style="list-style-type: none"> <li>Understand that friendships can change</li> <li>Make new friends and deal with losing friends</li> </ul>	<ul style="list-style-type: none"> <li>Recognise choices they have made or can make</li> <li>Recognise what is important to them in making choices</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand about trust and reliability</li> <li>Appreciate and want to care for their environment, classroom, school grounds, local area</li> </ul>
<b>Empathetic</b>	<ul style="list-style-type: none"> <li>Recognise and name feelings, including feelings associated with change</li> <li>Begin to learn to manage feelings positively and effectively</li> </ul>	<ul style="list-style-type: none"> <li>Learn to consider options and find relevant information</li> <li>Think about how money can be spent other than on themselves</li> </ul>	<ul style="list-style-type: none"> <li>Respect their own and other people's property – personal and public</li> <li>Begin to value resources and understand that they are limited</li> </ul>
<b>Honest</b>	<ul style="list-style-type: none"> <li>Reflect and learn from their experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that their actions have consequences for themselves</li> <li>Show awareness of their right to decide.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to accept everyone as an individual, respecting others' needs, opinions and feelings</li> <li>Listen, concentrate and hold the attention of a listener</li> </ul>
<b>Independent</b>	<p><b>E-safety</b></p> <ul style="list-style-type: none"> <li>Recognise the difference between online and real life scenarios</li> <li>Show increasing awareness of when a situation is unsafe and approach a trusted adult when a situation becomes upsetting</li> </ul>	<p><b>E-safety</b></p> <ul style="list-style-type: none"> <li>Recognise the importance of being kind to others when communicating online</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on how they have changed since starting school</li> <li>Value their achievements, and be able to describe what they have achieved</li> <li>Set targets for themselves.</li> </ul>
<b>Innovative</b>	<ul style="list-style-type: none"> <li>With support make choices between which online communication techniques are safe</li> </ul>	<ul style="list-style-type: none"> <li>Send suitable and purposeful emails to communicate with familiar adults/known friends and teachers</li> <li>Publish information safely on the internet with adult guidance</li> </ul>	<p><b>E-safety</b></p> <ul style="list-style-type: none"> <li>Use the internet or an app as a learning tool to assess their own learning</li> </ul>
<b>Resilient</b>			<ul style="list-style-type: none"> <li>They are able to send suitable and purposeful emails to communicate with familiar adults/known friends and teachers</li> </ul>
<b>Respectful</b>			<ul style="list-style-type: none"> <li>They know that the internet can be used to find information and can navigate age appropriate websites</li> <li>Use a range of online games and apps to develop their own learning</li> </ul>

### Year 3 PSHE and RSE Planning (reviewed Summer 2020)

KCQs	Autumn 1	Autumn 2	Spring 1
	<u>Health and Wellbeing: Settling in</u>	<u>Health and Wellbeing: Focus on feelings</u>	<u>Relationships: Making friends</u>
	Children should have opportunities to:	Children should have opportunities to:	Children should have opportunities to:
<b>Collaborative</b>	<ul style="list-style-type: none"> <li>•Enjoy life at school</li> <li>•Know the rules, and understand expectations</li> </ul>	<ul style="list-style-type: none"> <li>•Develop the language of feelings</li> </ul>	<ul style="list-style-type: none"> <li>•Think about being a friend</li> </ul>
<b>Curious</b>	<ul style="list-style-type: none"> <li>•Know where to get help in school</li> </ul>	<ul style="list-style-type: none"> <li>•Be able to express feelings in different ways</li> </ul>	<ul style="list-style-type: none"> <li>•Know what we do that makes each other happy, sad and cross</li> </ul>
<b>Empathetic</b>	<ul style="list-style-type: none"> <li>•Recognise what is special about themselves and their abilities and interests</li> </ul>	<ul style="list-style-type: none"> <li>•Recognise the impact of feelings on others.</li> </ul>	<ul style="list-style-type: none"> <li>•Know what helps and hinders friendships</li> </ul>
<b>Honest</b>	<ul style="list-style-type: none"> <li>•Collaborate, share and take turns.</li> </ul>	<ul style="list-style-type: none"> <li>•Know how to use basic techniques to resist pressure</li> </ul>	<ul style="list-style-type: none"> <li>•Consider ways of resolving differences</li> </ul>
<b>Independent</b>	<p><b>E-Safety:</b></p> <ul style="list-style-type: none"> <li>•Understand and abide by the schools acceptable use policy</li> </ul>	<ul style="list-style-type: none"> <li>•Know about bullying, why it happens and the effects</li> </ul>	<p><b>E-Safety:</b></p> <ul style="list-style-type: none"> <li>•Children develop strategies for staying safe when using the Internet.</li> </ul>
<b>Innovative</b>	<ul style="list-style-type: none"> <li>•Children are aware of the need to develop a set of online protocols in order to stay safe online.</li> </ul>	<ul style="list-style-type: none"> <li>•Think about how to deal with bullying and how to stop it happening it has on people</li> </ul>	<ul style="list-style-type: none"> <li>•Children to use the Internet to undertake independent and appropriate research and attempt to distinguish between fact and fiction.</li> </ul>
<b>Resilient</b>	<ul style="list-style-type: none"> <li>•Children develop awareness of relevant e-safety issues.</li> </ul>	<p><b>E-Safety:</b></p> <ul style="list-style-type: none"> <li>•Develop awareness of relevant e-safety issues, such as cyber-bullying.</li> </ul>	
<b>Respectful</b>		<ul style="list-style-type: none"> <li>•Children understand and abide by the school's internet safety policy and know that it contains rules that exist in order to keep children safe online.</li> <li>•Understand what personal information should be kept private.</li> <li>•Know that passwords keep information secure and that they should be kept private.</li> </ul>	

KCQs	Spring 2	Summer 1	Summer 2
<b>Collaborative</b> <b>Curious</b> <b>Empathetic</b> <b>Honest</b> <b>Independent</b> <b>Innovative</b> <b>Resilient</b> <b>Respectful</b>	<p><u>Health and Wellbeing: Keeping safe</u> Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>•Consider how they contribute to making the school environment a safe place</li> <li>•Know how to give basic first aid and what to do in an emergency (Help Save Lives – British Red Cross lesson plan)</li> <li>• Know school safety rules relating to medicines</li> <li>•<b>Know that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</b></li> <li>•<b>Recognise the difference between males and females including body parts</b></li> <li>•<b>Know they have the right to protect their bodies from unwanted contact (Let’s Talk PANTS – NSPCC)</b></li> </ul> <p>E-Safety:</p> <ul style="list-style-type: none"> <li>•With adult guidance use child-friendly search engines independently to find information through key words.</li> <li>•Discuss the importance of becoming discerning in the information we look for during an Internet search.</li> <li>•Understand that the Internet contains fact, fiction and opinions and begin to distinguish between them.</li> </ul>	<p><u>Relationships: In someone else’s shoes</u> Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>•<b>Recognise and challenge gender stereotypes</b></li> <li>•<b>Recognise that families are different and to challenge stereotypes about families</b></li> <li>•Respect the views of their peers, parents, teachers and people of different faiths and cultures</li> <li>•Understand that there are many social groups in society in terms of culture, religion, age, etc.</li> <li>•Know that people live their lives in different ways and that different cultures may have different life patterns</li> <li>•Respect other people’s feelings, decisions, rights and bodies.</li> <li>•Know that everyone has human rights</li> </ul> <p>E-Safety:</p> <ul style="list-style-type: none"> <li>•Children begin to use a range of online communication tools, such as forums, email and polls, in order to formulate, develop and exchange ideas.</li> </ul>	<p><u>Living in the Modern World: People and their work</u> Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>•Know the range of jobs and work roles carried out by people they know and what they like/dislike about their work</li> <li>•Identify ways in which different types of work are similar or different to each other</li> <li>•What it means to be ‘enterprising’</li> </ul> <p>E-Safety:</p> <ul style="list-style-type: none"> <li>•Use a range of online communication tools, such as email, forums and polls.</li> <li>•Know how to deal with unpleasant forms of electronic communication (save the message and speak to a trusted adult).</li> <li>•Be able to discern when an email should or should not be opened.</li> </ul>

## Year 4 PSHE and RSE Planning (reviewed Summer 2020)

KCQs	Autumn 1	Autumn 2	Spring 1
	<u>Health and wellbeing: Feeling good</u>	<u>Relationships: Ups and downs in relationships</u>	<u>Relationships: Changes in families</u>
<b>Collaborative</b>  <b>Curious</b>  <b>Empathetic</b>  <b>Honest</b>  <b>Independent</b>  <b>Innovative</b>  <b>Resilient</b>  <b>Respectful</b>	Children should have opportunities to: <ul style="list-style-type: none"> <li>● Appreciate home and school values</li> <li>● Make “I” statements about their interests and feelings</li> <li>● Explore the concept of keeping something confidential or a secret</li> <li>● Recognise and be sensitive to the needs and feelings of others</li> <li>● Clarify what is important to them</li> <li>● Form reasoned opinions</li> </ul> E-Safety: <ul style="list-style-type: none"> <li>● Understand and abide by the school’s acceptable use policy.</li> <li>● Be aware of the need to develop a set of online protocols in order to stay safe online.</li> <li>● Develop awareness of relevant e-safety issues.</li> </ul>	Children should have opportunities to: <ul style="list-style-type: none"> <li>● Know that there are many different patterns of friendship</li> <li>● Understand the meaning of friendship and loyalty</li> <li>● Be able to be honest</li> <li>● Understand how loss can come in many forms</li> <li>● Know where to get help in school and through help lines when facing problems</li> <li>● Understand that it is wrong for children to be bullied or abused by other children or adults.</li> </ul> E-Safety: <ul style="list-style-type: none"> <li>● Continue to develop awareness of relevant e-Safety issues, such as cyber-bullying.</li> <li>● Children understand and abide by the school internet safety policy and aware of the implications of not following the rules.</li> <li>● Children understand that a password can keep information secure and the need to keep it a secret.</li> </ul>	Children should have opportunities to: <ul style="list-style-type: none"> <li>● Develop understanding of different types of relationships and families</li> <li>● Understand what families are, and what members expect of each other</li> <li>● Know the different changes that take place in human life</li> <li>● Develop skills needed for relationships, such as listening, supporting, showing care.</li> </ul> E-Safety: <ul style="list-style-type: none"> <li>● Safely use the Internet for research and follow lines of enquiry.</li> <li>● Understand the function of a search engine and the importance of using correct search criteria.</li> <li>● Use the internet as a resource to support their work, and begin to understand plagiarism.</li> <li>● Know that not everything they find on the Internet is true and know what to do if they find something they are uncomfortable with.</li> </ul>

KCQs	Spring 2	Summer 1	Summer 2
	<u>Health and wellbeing: Keeping healthy</u>	<u>Health and wellbeing: Keeping safe</u>	<u>Living in the Modern World: Looking forward</u>
<b>Collaborative</b> <b>Curious</b> <b>Empathetic</b> <b>Honest</b> <b>Independent</b> <b>Innovative</b> <b>Resilient</b> <b>Respectful</b>	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>•Accept responsibility for personal cleanliness</li> <li>•Know that bacteria and viruses can affect health and that transmission may be reduced when simple safe routines are used</li> <li>•Know about different cultural practices in health and hygiene</li> <li>•Know some of the options open to them in developing a healthy lifestyle now and in the future</li> <li>•Learn about the physical and emotional changes associated with puberty</li> <li>•Understand and describe the main stages of the human life cycle</li> <li>•Identify some basic facts about puberty, reproduction and pregnancy</li> </ul> <p>E-Safety:</p> <ul style="list-style-type: none"> <li>•Use internet search engines to gather resources for their own research work.</li> <li>•Be aware of different search engines and discuss their various features (e.g. Google image &amp; video search).</li> <li>•Understand the importance of framing questions into search criteria when conducting web searches.</li> <li>•Be aware that not everything they find online is accurate and that information needs to be checked and evaluated.</li> </ul>	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>•Think about risks and hazards in the environment and where to go for help</li> <li>•Know about the range of legal drugs encountered in everyday life, including over-the-counter drugs such as aspirin, drugs which are prescribed as medicines, tea, coffee, alcohol and tobacco</li> <li>• Understand that human rights take precedence over national laws, family and community practices.</li> </ul> <p>E-Safety:</p> <ul style="list-style-type: none"> <li>•Use a range of communication tools to collaborate and exchange information with others, e.g. email, blog, forums.</li> </ul>	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>•Look forward to new situations</li> <li>•Assess positive things about themselves and set personal goals</li> <li>•Record information about current events and choices they will make in the future</li> <li>•Have realistic aspirations when target setting</li> <li>•Think about financial implications of future needs and wants.</li> <li>•Explore what it means to be 'enterprising'</li> </ul> <p>E-Safety:</p> <ul style="list-style-type: none"> <li>•Use online communication tools to exchange and develop their ideas in a range of curriculum opportunities.</li> <li>•Use sensitive and appropriate language when using online communication tools.</li> <li>•Use email as a form of communication, use the "To" box and add a subject heading.</li> <li>•Add an attachment to an email.</li> <li>•Develop understanding of when it is unsafe to open an email or an email attachment.</li> </ul>

## Year 5 PSHE and RSE Planning (reviewed Summer 2020)

KCQs	Autumn 1	Autumn 2	Spring 1
	<u>Living in the Modern World: Looking ahead</u>	<u>Health and Wellbeing: Risks and pressures</u>	<u>Relationships: We are all different</u>
<b>Collaborative</b>  <b>Curious</b>  <b>Empathetic</b>  <b>Honest</b>  <b>Independent</b>  <b>Innovative</b>  <b>Resilient</b>  <b>Respectful</b>	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>•Look forward to new situations</li> <li>•Assess positive things about themselves and set personal goals</li> <li>•Record information about current events and choices they will make in the future</li> <li>•Have realistic aspirations when target setting</li> <li>•Think about financial implications of future needs and wants.</li> </ul> <p><b>E-Safety:</b></p> <ul style="list-style-type: none"> <li>•Recognise and confidently follow a range of protocols for keeping safe online and when using apps</li> <li>•Recognise which personal information is appropriate to share online and when to do so</li> <li>•Recognise inaccuracies and bias online, evaluating the validity of a range of websites</li> <li>•Use the internet as a resource to support their work, asking appropriate questions and finding the answers</li> <li>•Using age appropriate website</li> </ul>	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>•Develop a positive approach and self-motivation towards personal safety and risk taking</li> <li>•Identify decisions they may need to make</li> <li>•Learn to be assertive, especially in the face of pressure from others – saying “No”</li> <li>•Keeping things confidential or secret</li> <li>•The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> <li>•Knowing how to make a clear and efficient call to emergency services if necessary (Emergency Action – British Red Cross lesson plan)</li> </ul> <p><b>E-safety</b></p> <ul style="list-style-type: none"> <li>•Understand the potential risks of providing personal information in a range of ways online</li> <li>•Recognise that not everyone online is who they say they are</li> <li>•Able to speak to a trusted adult/teacher when faced with situations that may cause a risk or pressure to them</li> <li>•Develop an understanding of situations to avoid and remove themselves from when working online</li> </ul>	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>•Know that differences between people are caused by different genes and different environments</li> <li>•Know that people’s responses to ideas and events may be determined by age, religion or culture</li> <li>•Value cultural background of self and others</li> <li>•Know that different people live their lives in different ways and that different cultures may have different life patterns</li> <li>•Consider gender stereotyping and sexuality</li> <li>•Demonstrate and promote tolerance, understanding, respect and acceptance of difference</li> <li>•Understand that bullying is an unacceptable response to difference</li> </ul> <p><b>E-safety</b></p> <ul style="list-style-type: none"> <li>•Use a range of tools to exchange information and collaborate with others within and beyond their school</li> <li>•Demonstrate respect for the rights of other internet users</li> <li>•Recognise unacceptable online behaviours</li> <li>•Act positively towards others when communicating on the internet</li> </ul>

KCQs	Spring 2	Summer 1	Summer 2
	<u>Health and wellbeing: It's my body</u>	<u>Living in the Modern World: Being involved in my community</u>	<u>Living in the Modern World: Looking at the world</u>
<b>Collaborative</b>	Children should have opportunities to:	Children should have opportunities to:	Children should have opportunities to:
<b>Curious</b>	<ul style="list-style-type: none"> <li>•Be able to discuss and choose the healthy options in relation to food, hobbies, rest, etc.</li> <li>•Know how changes at puberty affect the body in relation to hygiene</li> </ul>	<ul style="list-style-type: none"> <li>•Value opportunities for new experiences in and out of school, including opportunities to meet adults other than teachers</li> </ul>	<ul style="list-style-type: none"> <li>•Know the variety of communities to which they simultaneously belong</li> </ul>
<b>Empathetic</b>	<ul style="list-style-type: none"> <li>•Know ways to get help during puberty</li> </ul>	<ul style="list-style-type: none"> <li>•Take a constructive interest in their local community and begin to take on a wider sense of social responsibility</li> </ul>	<ul style="list-style-type: none"> <li>•Know about public service provision, locally and nationally and that this is not free</li> </ul>
<b>Honest</b>	<ul style="list-style-type: none"> <li>•Know that body changes are a preparation for sexual maturity, including menstruation and wet dreams</li> </ul>	<ul style="list-style-type: none"> <li>•Know what they are good at and how it can help a group perform a task</li> </ul>	<ul style="list-style-type: none"> <li>•Know the benefits and costs of personal spending decisions on themselves, the local community, the local economy and on people in other parts of the world</li> </ul>
<b>Independent</b>	<ul style="list-style-type: none"> <li>•Be able to discuss and ask questions about changing bodily needs in single sex groups</li> </ul>	<ul style="list-style-type: none"> <li>•Appreciate the aesthetic qualities of their surroundings</li> </ul>	<ul style="list-style-type: none"> <li>•Research information and identify relevant issues</li> </ul>
<b>Innovative</b>	<ul style="list-style-type: none"> <li>•Appreciate the importance of friendship in intimate relationships</li> </ul>	<ul style="list-style-type: none"> <li>•Understand how they and others can cause changes for better or for worse, both in their immediate surroundings and in the wider community</li> </ul>	<ul style="list-style-type: none"> <li>•Use different modes of communication to express personal and group views about social and environmental issues</li> </ul>
<b>Resilient</b>	<ul style="list-style-type: none"> <li>•Describe how some animals and plants reproduce and the differences in life cycles</li> </ul>	<ul style="list-style-type: none"> <li>•Contribute to a discussion and put their own views forward clearly and appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>•Develop skills that make someone 'enterprising'</li> </ul>
<b>Respectful</b>	<p>E-safety</p> <ul style="list-style-type: none"> <li>•They understand the potential risks of providing personal information in a range of ways online</li> <li>•Recognise their own right to be protected from technology that is inappropriately used by others and the need to respect the rights of other users</li> <li>•Develop an understanding of situations to avoid and remove themselves from when working online</li> </ul>	<p>E-safety</p> <ul style="list-style-type: none"> <li>•Use a range of tools to exchange information and collaborate with others within and beyond their school</li> <li>•Understand the issues surrounding copyright and acknowledging sources when necessary</li> <li>•Contribute positively to online blogs or chat sites whilst continuing to follow e-safety rules</li> </ul>	<p>E-safety</p> <ul style="list-style-type: none"> <li>•Use a range of internet sites and apps as a learning tool to find appropriate information</li> <li>•Use of a range of communication tools (email, social networking sites, blogs) to positively, effectively and safely communicate with people outside their school</li> </ul>



## Year 6 PSHE and RSE Planning (reviewed Summer 2020)

KCQs	Autumn 1	Autumn 2	Spring 1
	<u>Health and Wellbeing: Managing conflict</u> Children should have opportunities to:	<u>Living in the modern world: Rights, responsibilities and the law</u> Children should have opportunities to:	<u>Health and wellbeing: Taking responsibility for my own safety</u> Children should have opportunities to:
<b>Collaborative</b>	<ul style="list-style-type: none"> <li>•Talk about their own feelings and reactions</li> </ul>	<ul style="list-style-type: none"> <li>•Know their individual rights and responsibilities at home, in school and in the community</li> </ul>	<ul style="list-style-type: none"> <li>•Be able to express positive things about themselves and their values</li> </ul>
<b>Curious</b>	<ul style="list-style-type: none"> <li>•Read and express non-verbal messages</li> </ul>	<ul style="list-style-type: none"> <li>•Gain simple knowledge about the law and understand that rules and the law are designed to protect</li> </ul>	<ul style="list-style-type: none"> <li>•Take responsibility for their bodies and behaviour</li> </ul>
<b>Empathetic</b>	<ul style="list-style-type: none"> <li>•Recognise that one's actions have consequences for themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>•Appreciate the positive impact of human beings on plants, animals and the environment</li> </ul>	<ul style="list-style-type: none"> <li>•Choose the right decision-making approach in a real or simulated situation, including being assertive</li> </ul>
<b>Honest</b>	<ul style="list-style-type: none"> <li>•Manage a range of emotions such as excitement, anger, jealousy</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrate that their reasoning is informed and considered</li> </ul>	<ul style="list-style-type: none"> <li>•Recognise the need to ask for support sometimes, know who to ask and how to find out more.</li> </ul>
<b>Independent</b>	<ul style="list-style-type: none"> <li>•Develop strategies to avoid conflict in situations, including bullying</li> </ul>	<ul style="list-style-type: none"> <li>•Use varied and appropriate language to express their ideas</li> </ul>	<ul style="list-style-type: none"> <li>•Differences between acceptable / unacceptable physical contact</li> </ul>
<b>Innovative</b>	<ul style="list-style-type: none"> <li>•Coping with loss, including bereavement</li> </ul>	<ul style="list-style-type: none"> <li>•Gain knowledge of what happens when human rights are not respected information about priorities for spending</li> </ul>	<ul style="list-style-type: none"> <li>•Keeping things confidential or secret</li> </ul>
<b>Resilient</b>	<ul style="list-style-type: none"> <li>•Resolving problems and conflicts democratically using discussion</li> </ul>	<ul style="list-style-type: none"> <li>•Begin to be able to manage money, budgeting and accounting.</li> </ul>	<ul style="list-style-type: none"> <li>•Know ways of coping with difficult emotions, fears and worries</li> </ul>
<b>Respectful</b>	<ul style="list-style-type: none"> <li>•Recognise stereotyping in attitudes in the media and the impact of the media in reinforcing equal opportunities</li> </ul>		<p>E-safety</p> <ul style="list-style-type: none"> <li>•Know that some adults may use the internet to make contact with children</li> </ul>
	<ul style="list-style-type: none"> <li>•Develop a sense of fair play in their dealings with peers and others.</li> </ul>		<ul style="list-style-type: none"> <li>•Recognise the early signs of abuse and speak immediately to a trusted adult/teacher about these they exchange and share ideas with a wider audience using a range of tools (email, online blogs, social networking sites, mobile phones)</li> </ul>
	<p>E-safety</p> <ul style="list-style-type: none"> <li>•Evaluate their own use of the internet and how they present themselves online to others</li> <li>•Show increasing awareness of the issues surrounding cyber-bullying</li> <li>•Understand what impact the words of others or their own can have on other individuals</li> </ul>	<p>E-safety</p> <ul style="list-style-type: none"> <li>•They confidently use the internet and apps to find out information and evaluate their effectiveness</li> <li>•Decide which computer tool is the most effective to use for a specific purpose</li> </ul>	<ul style="list-style-type: none"> <li>•Recognise what is appropriate to share online or within an app and follow e-safety protocols regarding sharing personal information</li> </ul>

KCQs	Spring 2	Summer 1	Summer 2
	<p><u>Living in the Modern World: Looking forward</u> Children should have opportunities to:</p>	<p><u>Relationships: Changing relationships</u> Children should have opportunities to:</p>	<p><u>Health and wellbeing: Transition and managing change</u> Children should have opportunities to:</p>
<b>Collaborative</b>	<ul style="list-style-type: none"> <li>•Find out about different job roles and the range of knowledge, skills and personal qualities required for different types of work</li> </ul>	<ul style="list-style-type: none"> <li>•Think about making new relationships as they get older</li> </ul>	<ul style="list-style-type: none"> <li>•Understand about the nature of change</li> </ul>
<b>Curious</b>	<ul style="list-style-type: none"> <li>•Understand the role of voluntary, community and pressure groups</li> </ul>	<ul style="list-style-type: none"> <li>•Understand about parenthood and, if they wish to marry, having the right to choose who they marry</li> </ul>	<ul style="list-style-type: none"> <li>•Look forward and cope with the transition to secondary school</li> </ul>
<b>Empathetic</b>	<ul style="list-style-type: none"> <li>•Recognise the lives of people living in other places</li> </ul>	<ul style="list-style-type: none"> <li>•Know about human sexuality and that it is expressed in different ways,</li> </ul>	<ul style="list-style-type: none"> <li>•Recognising the benefits of, and challenges to, making new friends</li> </ul>
<b>Honest</b>	<ul style="list-style-type: none"> <li>•Act confidently</li> </ul>	<ul style="list-style-type: none"> <li>•Understand what it means and have some words to describe it</li> </ul>	<ul style="list-style-type: none"> <li>•Review personal experiences as a basis for setting new targets</li> </ul>
<b>Independent</b>	<ul style="list-style-type: none"> <li>•Understand what affects mental health, e.g.: the balance between work and leisure, positive relationships</li> </ul>	<ul style="list-style-type: none"> <li>•Appreciate different ways of loving and its importance to a range of relationships</li> </ul>	<ul style="list-style-type: none"> <li>•Develop simple vocabulary for describing personal effectiveness and setting personal goals</li> </ul>
<b>Innovative</b>	<ul style="list-style-type: none"> <li>•Develop enterprise skills and understand its importance for work and society</li> </ul>	<ul style="list-style-type: none"> <li>•Different types of relationships, including marriage and civil partnership between two people of the same or opposite sex</li> </ul>	<ul style="list-style-type: none"> <li>•Know what affects positive mental health</li> </ul>
<b>Resilient</b>	<p>E-safety</p> <ul style="list-style-type: none"> <li>•Show increasingly awareness of copyright laws</li> </ul>	<ul style="list-style-type: none"> <li>•Answer each other's' questions about sex and relationships with confidence and know where to find support advice</li> </ul>	<p>E-safety</p> <ul style="list-style-type: none"> <li>•Show increasing awareness of new technology and how to effectively use it</li> </ul>
<b>Respectful</b>	<ul style="list-style-type: none"> <li>•Know that not all information on the internet is legal to use or to copy</li> <li>•Select copyright free images from sources such as Audio networks and NEN image gallery</li> <li>•Develop strategies for establishing a website origin</li> </ul>	<p>E-safety</p> <ul style="list-style-type: none"> <li>•They are aware of potential dangers online, showing increasing ability to recognise early signs of these and seek trusted adult/teacher advice</li> <li>•They are aware of what personal information is appropriate to share, only doing so with trusted adults/friends and teachers</li> </ul>	<ul style="list-style-type: none"> <li>•Present themselves confidently and positively.</li> <li>•Use a range of computer programs and apps to assess learning and set targets</li> <li>•Review their computer/app usage, including the benefits of balancing time spent on and offline</li> <li>•Know how to keep safe and well when using a mobile phone</li> <li>•Describe how the use of a mobile phone can affect their lifestyle, health and wellbeing (such as quality of sleep)</li> </ul>

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

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

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

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