



# Relationship and sex education policy

Selsdon Primary School



## Contents

1. Aims .....	3
2. Statutory requirements.....	3
3. Policy development .....	3
4. Definition .....	4
5. Curriculum.....	4
6. Delivery of RSE.....	4
7. Use of external organisations and materials .....	5
8. Roles and responsibilities .....	6
9. Parents' right to withdraw.....	7
10. Training .....	7
11. Monitoring arrangements .....	7
Appendix 1: Curriculum map.....	8
Appendix 2: By the end of primary school pupils should know .....	28
Appendix 3: Parent form: withdrawal from sex education within RSE .....	31

---

## 1. Aims

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

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

## 2. Statutory requirements

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

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the 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](#).

We must also have regard to our legal duties set out in:

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

At Heavers Farm, we teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. 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/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

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

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

RSE is not about the promotion of sexual activity.

## 5. Curriculum

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

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

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

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

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

## 6. Delivery of RSE

RSE is taught within the 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).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

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

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

### 6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## 6.2 Use of resources

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

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 7. Use of external organisations and materials

We will make sure that 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
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## 8. Roles and responsibilities

### 8.1 The governing board

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

### 8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

### 8.3 Staff

Staff are responsible for:

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

As a primary school, all staff is responsible to teach RSE.

## **8.4 Pupils**

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

## **9. Parents' right to withdraw**

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child 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.

## **10. Training**

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

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

## **11. Monitoring arrangements**

The delivery of RSE is monitored by Andrew Crickett (middle leader) through:

Learning walks

Planning scrutiny

Teaching reviews

Data analysis

Book scrutiny

Learning displays

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

This policy will be reviewed by the governing body and the Headteacher. At every review, the policy will be approved by the governing body.

# Selsdon Primary School and Nursery

Caring, learning, aspiring, succeeding



## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS							RESOURCES	
Year Group		<b>Autumn Term- Relationships</b>			<b>Spring Term- Living in the Wider World</b>			<b>Summer Term- Health and Wellbeing</b>		
		Families & Friendships	Safe Relationships	Respecting ourselves and others	Belonging to community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping Safe

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn	<p><b><u>Relationships</u></b></p> <p><b>Families &amp; Friendships</b></p> <p>All families are different  Common features of family life  What makes a healthy, positive friendship.</p> <p><b>Safe Relationships</b></p> <p>Safe and unsafe physical contact.  How to ask for help if they are worried or feeling unsafe.  Distinguish between what should be private and what shouldn't be private.</p> <p><b>Respecting Ourselves and others</b></p> <p>Defining hurtful behaviour and discussing reasons why hurtful behaviour is wrong.</p> <p>How to treat others and themselves with respect and what this looks like.</p>	<p>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 1, 'My special people'</p> <p>NSPCC – The underwear rule resources (PANTS)</p> <p>Metro charity KS1 Love and respectful relationships</p> <p>Alzheimer's Society - Creating a dementia-friendly generation (KS1)</p> <p>PSHE Association – Mental health and wellbeing lessons (KS1)</p> <p>Medway Public Health Directorate - Primary RSE Lessons – KS1, Lesson 2, 'Growing up: the human life cycle'</p> <p>Thinkuknow: Jessie and Friends</p> <p>1 decision (5-8)-Computer safety/Hazard watch £</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Spring	<p><b><u>Living in the Wider World</u></b></p> <p><b>Belonging to community</b> Respecting the different needs of people and living things and the responsibilities of caring for them.</p> <p><b>Media Literacy and digital resilience</b> How to use the internet and digital devices safely Recognising that not all information seen online is true</p> <p><b>Money and Work</b> Defining what a job is and why people get jobs.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Summer	<p><b><u>Health &amp; Wellbeing</u></b></p> <p><b>Physical Health and Mental Wellbeing</b>  Identifying different emotions and feelings that humans can experience.   identifying how behaviours can change according to how we are feeling.</p> <p><b>Growing and Changing</b>   Recognising what makes them special and unique including their likes, dislikes and what they are good at.   How to manage and whom to tell when finding things difficult, or when things go wrong.   How they are the same and different to others.   Identifying different kinds of feelings.   How feelings can affect how people behave.</p> <p><b>Keeping Safe</b>   Understanding how rules can help to keep us safe.   Learning basic rules for keeping safe online.   Identifying whom to tell if they see something online that makes them feel unhappy, worried, or scared.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Autumn	<p><b><u>Relationships</u></b></p> <p><b>Families &amp; Friendships</b></p> <p>Expressing how it feels to be loved and cared for in a family.            Recognise different people in school who care for them            Defining 'lonely' and recognising when you or someone else feels lonely.            Identify different ways of helping people who feel lonely.</p> <p><b>Safe Relationships</b></p> <p>Asking for permission for physical contact            Defining and discussing uncomfortable or unsafe physical contact            Knowing when people should ask permission, to stay safe            How to seek advice from appropriate people if they are worried about their own or someone else's personal safety (including online)            Recognise and identify peer pressure.</p> <p><b>Respecting Ourselves and others</b></p> <p>Ways to show kind, polite and courteous behaviour.</p>	<p>NSPCC – The underwear rule resources (PANTS)</p> <p>Thinkuknow: Jessie and Friends</p> <p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference'</p> <p>PSHE Association – Mental health and wellbeing lessons (KS1)</p> <p>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3, 'Everybody's body'</p> <p>Red Cross – Life. Live it 'Stay safe'</p> <p>Islington Healthy Schools Team – DrugWise £</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring	<p><b><u>Living in the Wider World</u></b></p> <p><b>Belonging to community</b></p> <ul style="list-style-type: none"> <li>○ About different rights and responsibilities that they have in school and the wider community</li> <li>○ About how a community can help people from different groups to feel included.</li> </ul> <p><b>Media Literacy and digital resilience</b></p> <ul style="list-style-type: none"> <li>○ Recognising the purpose and value of the internet in everyday life</li> <li>○ Recognising that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>○ Recognising that information online might not always be true</li> </ul> <p><b>Money and Work</b></p> <ul style="list-style-type: none"> <li>○ About what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments.</li> <li>○ That people are paid money for the job they do.</li> <li>○ How to recognise the difference between needs and wants.</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer	<p><b><u>Health &amp; Wellbeing</u></b></p> <p><b>Physical Health and Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>○ About routines and habits for maintaining good physical and mental health</li> <li>○ Why sleep and rest are important for growing and keeping healthy</li> <li>○ That medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>○ The importance of, and routines for, brushing teeth and visiting the dentist</li> <li>○ About food and drink that affect dental health</li> <li>○ How to describe and share a range of feelings</li> <li>○ Ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>○ How to manage big feelings including those associated with change, loss and bereavement</li> </ul> <p><b>Growing and Changing (Also includes elements of SRE)</b></p> <ul style="list-style-type: none"> <li>○ makes them special and unique including their likes, dislikes and what they are good at.</li> <li>○ How to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>○ How they are the same and different to others</li> <li>○ Identifying different kinds of feelings</li> <li>○ How feelings can affect how people behave</li> <li>○ Life cycle and how people grow from young to old</li> <li>○ Identifying and naming the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>○ Preparing to move to a new class and setting goals for next year.</li> </ul> <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>○ How to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>○ How to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’</li> <li>○ Identifying potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> <li>○ About whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say.</li> <li>○ How to respond if there is an accident and someone is hurt.</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Autumn	<p><b><u>Relationships</u></b></p> <p><b>Families &amp; Friendships</b></p> <ul style="list-style-type: none"> <li>○ To explain the purpose of families</li> </ul> <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>○ What is appropriate to share with friends, family and wider social groups including online</li> <li>○ About what privacy and personal boundaries are, including online</li> <li>○ Basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>○ That bullying and hurtful behaviour is unacceptable in any situation</li> </ul> <p>About the effects and consequences of bullying</p> <p><b>Respecting Ourselves and others</b></p> <ul style="list-style-type: none"> <li>○ To seek advice from appropriate people if they are worried about their own or someone else's personal safety (including online)</li> <li>○ To recognise peer pressure</li> </ul>	<p>Premier League Primary Stars-KS2</p> <p>Behaviour/relationships Do the right thing</p> <p>Thinkuknow Play Like Share</p> <p>Alzheimer's Society - Creating a dementia-friendly generation (KS2)</p> <p>RSPCA KS2 Compassionate class</p> <p>Premier League Primary Stars KS2 PSHE Self-esteem</p> <p>Premier League Primary Stars KS2 PSHE Inclusion</p> <p>PSHE Association – Mental health and wellbeing lessons (KS2 - Y3/4)</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring	<p data-bbox="430 331 719 360"><b><u>Living in the Wider World</u></b></p> <p data-bbox="430 416 707 445"><b>Belonging to community</b></p> <ul data-bbox="430 485 1456 679" style="list-style-type: none"> <li>○ The reasons for rules and laws in wider society</li> <li>○ The importance of abiding by the law and what might happen if rules and laws are broken</li> <li>○ What human rights are and how they protect people</li> <li>○ To identify basic examples of human rights including the rights of children</li> <li>○ About how they have rights and also responsibilities</li> <li>○ That with every right there is also a responsibility.</li> </ul> <p data-bbox="430 719 833 748"><b>Media Literacy and digital resilience</b></p> <ul data-bbox="430 788 1451 948" style="list-style-type: none"> <li>○ To recognise that information online can be altered and the reasons for why this happens</li> <li>○ Strategies to recognise whether something they see online is true or accurate</li> <li>○ To evaluate whether a game is suitable to play or a website is appropriate.</li> <li>○ How to report something seen or experienced online that concerns them.</li> <li>○ To know the consequences of sharing inappropriate things online</li> </ul> <p data-bbox="430 1031 629 1059"><b>Money and Work</b></p> <ul data-bbox="430 1099 1621 1294" style="list-style-type: none"> <li>○ About jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>○ That people can have more than one job at once or over their lifetime</li> <li>○ About common myths and gender stereotypes related to work</li> <li>○ To challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>○ About some of the skills needed to do a job, such as teamwork.</li> <li>○ How to set goals that they would like to achieve this year e.g. learn a new hobby.</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer	<p><b><u>Health &amp; Wellbeing</u></b></p> <p><b>Physical Health and Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>○ To respond appropriately to feelings, including intense or conflicting feelings</li> <li>○ To successfully seek support for themselves and others.</li> <li>○ The positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle.</li> <li>○ What is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally.</li> <li>○ About some of the different ways people express feelings e.g. words, actions, body language.</li> <li>○ To recognise how feelings can change overtime and become more or less powerful</li> </ul> <p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>○ that everyone is an individual and has unique and valuable contributions to make</li> <li>○ to recognise how strengths and interests form part of a person’s identity</li> <li>○ how to identify their own personal strengths and interests and what they’re proud of (in school, out of school)</li> <li>○ to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</li> <li>○ basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> </ul> <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>○ how to identify typical hazards at home and in school</li> <li>○ how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>○ about fire safety at home including the need for smoke alarms</li> <li>○ the importance of following safety rules from parents and other adults</li> <li>○ how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Autumn	<p><b><u>Relationships</u></b></p> <p><b>Families &amp; Friendships</b></p> <ul style="list-style-type: none"> <li>• about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>• strategies to build positive friendships</li> <li>• how to seek support with relationships if they feel lonely or excluded</li> <li>• how to communicate respectfully with friends when using digital devices</li> <li>• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>• what to do or whom to tell if they are worried about any contact online</li> </ul> <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>• to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>• how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>• recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• how to manage pressures associated with dares</li> <li>• when it is right to keep or break a confidence or share a secret</li> <li>• how to recognise risks online such as harmful content or contact</li> <li>• how people may behave differently online including pretending to be someone they are not</li> <li>• how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> </ul> <p><b>Respecting Ourselves and others</b></p> <ul style="list-style-type: none"> <li>○ to recognise differences between people such as gender, race, faith</li> <li>○ to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>○ about the importance of respecting the differences and similarities between people</li> <li>○ to sensitively discuss difference and include everyone</li> </ul>	<p>Medway Public Health Directorate - Primary RSE lessons (Y4/5), 'Puberty'</p> <p>Betty: It's perfectly natural</p> <p>Premier League Primary Stars KS2 PSHE Self-esteem</p> <p>Premier League Primary Stars KS2 PSHE Inclusion</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring	<p><b><u>Living in the Wider World</u></b></p> <p><b>Belonging to community</b></p> <ul style="list-style-type: none"> <li>○ the meaning and benefits of living in a community</li> <li>○ to recognise that they belong to different communities as well as the school community</li> <li>○ about the different groups that make up and contribute to a community</li> <li>○ about the individuals and groups that help the local community, including through volunteering and work</li> <li>○ how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul> <p><b>Media Literacy and digital resilience</b></p> <ul style="list-style-type: none"> <li>● that everything shared online has a digital footprint</li> <li>● that organisations can use personal information to encourage people to buy things</li> <li>● to recognise what online adverts look like</li> <li>● to compare content shared for factual purposes and for advertising</li> <li>● why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>● that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul> <p><b>Money and Work</b></p> <ul style="list-style-type: none"> <li>○ how people make different spending decisions based on their budget, values and needs</li> <li>○ how to keep track of money and why it is important to know how much is being spent</li> <li>○ about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>○ that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer	<p><b><u>Health &amp; Wellbeing</u></b></p> <p><b>Physical Health and Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>○ To assess the benefits of regular (daily/weekly) exercise</li> <li>○ To define exercise</li> <li>○ To recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</li> <li>○ To reason with why people choose to use or not use drugs (including nicotine, alcohol and medicines);</li> <li>○ To recognise that drug use can become a habit which can be difficult to break</li> <li>○ To identify behaviours that support mental health</li> <li>○ To assess strategies which support or hinder mental health</li> <li>○ To identify different situations which may promote or hinder mental health</li> <li>○ To manage feelings appropriately and proportionately in different situations</li> </ul> <p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>○ To identify key changes which happen during puberty</li> <li>○ To know a range of organizations to get more information, help and advice about growing and changing, especially about puberty</li> </ul> <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>○ To identify situations that may require the emergency services</li> <li>○ To recall how to contact emergency services</li> <li>○ To recall what to say when contacting emergency services</li> <li>○ To identify regulations and restrictions (including age restrictions)</li> <li>○ To explain the importance of complying with rules and regulations.</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Autumn	<p><b><u>Relationships</u></b></p> <p><b>Families &amp; Friendships</b></p> <ul style="list-style-type: none"> <li>○ what makes a healthy friendship</li> <li>○ strategies to help someone feel included</li> <li>○ about peer influence and how it can make people feel or behave</li> <li>○ the impact of the need for peer approval</li> <li>○ strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>○ that it is common for friendships to experience challenges</li> <li>○ strategies to positively resolve disputes and reconcile differences in friendships</li> <li>○ that friendships can change over time and the benefits of having new and different types of friends</li> <li>○ how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>○ when and how to seek support in relation to friendships</li> </ul> <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>○ to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>○ how to ask for, give and not give permission for physical contact</li> <li>○ how it feels in a person's mind and body when they are uncomfortable</li> <li>○ that it is never someone's fault if they have experienced unacceptable contact</li> <li>○ how to respond to unwanted or unacceptable physical contact</li> <li>○ that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>○ whom to tell if they are concerned about unwanted physical contact.</li> </ul> <p><b>Respecting Ourselves and others</b></p> <ul style="list-style-type: none"> <li>○ to recognise that everyone should be treated equally</li> <li>○ why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>○ what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>○ to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> <li>○ the impact of discrimination on individuals, groups and wider society</li> <li>○ ways to safely challenge discrimination</li> <li>○ how to report discrimination online</li> </ul>	<p>Premier League Primary Stars KS2 PSHE Self-esteem</p> <p>Premier League Primary Stars KS2 PSHE Inclusion</p> <p>Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</p> <p>Premier League Primary Stars KS2 PSHE Developing values</p> <p>Premier League Primary Stars KS2 PSHE Tackling plastic pollution with Sky Ocean rescue</p> <p>Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation)</p> <p>Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 5 Spotting fake news, Lesson 6 Understanding news is targeted</p> <p>PSHE Association and Department of Children's Sleep Medicine at Evelina London Children's Hospital– The sleep factor</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring	<p><b><u>Living in the Wider World</u></b></p> <p><b>Belonging to community</b></p> <ul style="list-style-type: none"> <li>• about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>• the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>• how to show compassion for the environment, animals and other living things</li> <li>• about the way that money is spent and how it affects the environment</li> <li>• to express their own opinions about their responsibility towards the environment</li> </ul> <p><b>Media Literacy and digital resilience</b></p> <ul style="list-style-type: none"> <li>• to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>• basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>• that some media and online content promote stereotypes</li> <li>• how to assess which search results are more reliable than others</li> <li>• to recognise unsafe or suspicious content online</li> <li>• how devices store and share information</li> </ul> <p><b>Money and Work</b></p> <ul style="list-style-type: none"> <li>• to identify jobs that they might like to do in the future</li> <li>• how or why someone might choose a certain career</li> <li>• about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>• the importance of diversity and inclusion to promote people’s career opportunities</li> <li>• about stereotyping in the workplace, its impact and how to challenge it</li> <li>• that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer	<p><b>Health &amp; Wellbeing</b></p> <p><b>Physical Health and Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>○ To recognise that habits can have both positive and negative effects on a healthy lifestyle</li> <li>○ To identify how sleep contributes to a healthy lifestyle</li> <li>○ To express how routines, support good quality sleep</li> <li>○ To assess the effects of lack of sleep on the body, feelings, behaviour and ability to learn</li> <li>○ To recognise the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines)</li> <li>○ To know the impacts of drug and alcohol use on physical health</li> <li>○ To recognise that anyone can experience mental ill health</li> <li>○ To resolve problems with help and support</li> <li>○ To successfully discuss worries or concerns with a trusted adult</li> <li>○ To define grief</li> <li>○ To define bereavement</li> <li>○ To express grief and bereavement</li> <li>○ To identify problem-solving strategies for dealing with emotions, challenges and change,</li> </ul> <p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>○ To identify the physical changes which happen when approaching puberty</li> <li>○ To identify emotional changes which happen when approaching puberty</li> <li>○ To manage the changes when approaching puberty</li> <li>○ To know where to seek support about our concerns around puberty</li> </ul> <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>○ To express how rules and regulations promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</li> <li>○ To state how social media and online games influence physical and emotional health</li> <li>○ To keep safe online</li> <li>○ To manage requests for personal information or images of themselves and others</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Autumn	<p><b><u>Relationships</u></b> <b>Families &amp; Friendships</b></p> <ul style="list-style-type: none"> <li>○ what it means to be attracted to someone and different kinds of loving relationships</li> <li>○ that people who love each other can be of any gender, ethnicity or faith</li> <li>○ the difference between gender identity and sexual orientation and everyone’s right to be loved</li> <li>○ about the qualities of healthy relationships that help individuals flourish</li> <li>○ ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>○ what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>○ that people have the right to choose whom they marry or whether to get married</li> <li>○ that to force anyone into marriage is illegal</li> <li>○ how and where to report forced marriage or ask for help if they are worried</li> </ul> <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>○ to compare the features of a healthy and unhealthy friendship</li> <li>○ about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>○ strategies to respond to pressure from friends including online</li> <li>○ how to assess the risk of different online ‘challenges’ and ‘dares’</li> <li>○ how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>○ how to get advice and report concerns about personal safety, including online</li> <li>○ what consent means and how to seek and give/not give permission in different situations</li> </ul> <p><b>Respecting Ourselves and others</b></p> <ul style="list-style-type: none"> <li>○ about the link between values and behaviour and how to be a positive role model</li> <li>○ how to discuss issues respectfully</li> <li>○ how to listen to and respect other points of view</li> <li>○ how to constructively challenge points of view they disagree with</li> <li>○ ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>	<p>Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 3 Positive and healthy relationships</p> <p>NSPCC Share Aware Thinkuknow Play Like Share</p> <p>Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</p> <p>Premier League Primary Stars KS2 PSHE Diversity</p> <p>PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 3 Stereotypes</p> <p>PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 4 Extremism</p> <p>Premier League Primary Stars KS2 PSHE Inclusion</p> <p>NSPCC Share aware</p> <p>Childnet Trust me Y5/6 lesson 1 Online content</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring	<p><b><u>Living in the Wider World</u></b></p> <p><b>Belonging to community</b></p> <ul style="list-style-type: none"> <li>○ what prejudice means</li> <li>○ to differentiate between prejudice and discrimination</li> <li>○ how to recognise acts of discrimination</li> <li>○ strategies to safely respond to and challenge discrimination</li> <li>○ how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>○ how stereotypes are perpetuated and how to challenge this</li> </ul> <p><b>Media Literacy and digital resilience</b></p> <ul style="list-style-type: none"> <li>○ about the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>○ how and why images online might be manipulated, altered, or faked</li> <li>○ how to recognise when images might have been altered</li> <li>○ why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>○ that social media sites have age restrictions and regulations for use</li> <li>○ the reasons why some media and online content is not appropriate for children</li> <li>○ how online content can be designed to manipulate people’s emotions and encourage them to read or share things</li> <li>○ about sharing things online, including rules and laws relating to this</li> <li>○ how to recognise what is appropriate to share online</li> <li>○ how to report inappropriate online content or contact</li> </ul> <p><b>Money and Work</b></p> <ul style="list-style-type: none"> <li>○ about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money</li> <li>○ about value for money and how to judge if something is value for money</li> <li>○ how companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>○ how having or not having money can impact on a person’s emotions, health and wellbeing</li> <li>○ about common risks associated with money, including debt, fraud and gambling</li> <li>○ how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>○ how to get help if they are concerned about gambling or other financial risks</li> </ul>	<p>Google and Parent zone Be Internet Legends</p> <p>BBFC KS2 lessons Let’s watch a film! Making choices about what to watch</p> <p>PSHE Association and GambleAware – Lesson 2 Chancing it! Exploring risk in relation to gambling</p> <p>PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6)</p> <p>NSPCC Making sense of relationships</p> <p>Public Health England Rise Above KS2 Social media</p> <p>Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 3 Managing feelings about the news</p> <p>NSPCC Making sense of relationships - Secondary school and Changing friendship</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer	<p><b>Health &amp; Wellbeing</b></p> <p><b>Physical Health and Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>○ that mental health is just as important as physical health</li> <li>○ to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>○ how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>○ positive strategies for managing feelings</li> <li>○ that there are situations when someone may experience mixed or conflicting feelings</li> <li>○ how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>○ to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>○ identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>○ the importance of asking for support from a trusted adult</li> <li>○ about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>○ that changes can mean people experience feelings of loss or grief</li> <li>○ about the process of grieving and strategies that can help someone cope</li> <li>○ to identify how to ask for help and support with loss, grief or other aspects of change</li> <li>○ how balancing time online with other activities helps to maintain their health and wellbeing</li> <li>○ strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>○ what to do and whom to tell if they are frightened or worried about something they have seen online</li> </ul> <p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>○ to recognise some of the changes as they grow up e.g. increasing independence</li> <li>○ about what being more independent might be like, including how it may feel</li> <li>○ about the transition to secondary school and how this may affect their feelings</li> <li>○ about how relationships may change as they grow up or move to secondary school</li> <li>○ practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>○ identify the links between love, committed relationships and conception</li> <li>○ what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>○ how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>○ that pregnancy can be prevented with contraception</li> <li>○ about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul> <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>○ how to protect personal information online</li> <li>○ to identify potential risks of personal information being misused</li> <li>○ strategies for dealing with requests for personal information or images of themselves</li> <li>○ to identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>○ that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</li> <li>○ what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>○ how to report the misuse of personal information or sharing of upsetting content/ images online</li> <li>○ about the different age rating systems for social media, T.V, films, games and online gaming</li> <li>○ why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li> <li>○ about the risks and effects of different drugs</li> <li>○ about the laws relating to drugs common to everyday life and illegal drugs</li> <li>○ to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>○ about the organisations where people can get help and support concerning drug use</li> <li>○ how to ask for help if they have concerns about drug use</li> <li>○ about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> </ul>	<p>Public Health England Rise Above KS2- Transition to secondary school</p> <p>Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 2 Puberty: Change and becoming</p>



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

A	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>

A	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>

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

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

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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/carers	