

Personal, Social, Health and Economic (PSHE) Education including Relationships and Sex (RSE) Education Policy



Exeter
a learning community

Approved by:

Pending

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1. Aims

At Exeter a learning community, it is our aim to nurture our children to thrive within our school and their community. We follow our I CARE (integrity, creativity, aspiration, respect and responsibility and empathy) values and incorporate these into our Personal, Social and Health Education (PSHE) curriculum.

RSE is taught within our PSHE curriculum.

The aims of PSHE education, including 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
- › Support pupils to make positive choices about relationships, their health and wellbeing (including mental health), their career choices and financial responsibility
- › Teach pupils the importance of respect for lifestyles and beliefs that are different to our own
- › How to keep themselves safe in real life and online
- › How to manage the different feelings we may have and who can help us if we are worried
- › Provide opportunities for pupils to learn how to keep themselves safe, including online and in the community
- › Help pupils understand what is meant sexual violence and harassment and the importance of consent

All content will be taught in an age appropriate and developmental way.

2. Statutory requirements

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

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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

At Exeter a learning community we teach PSHE and RSE as set out in this policy.

3. Policy development

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

1. Review – the PSHE/RSE team 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. Pupil consultation – we investigated what exactly pupils want from their RSE/PSHE curriculum
4. Parent/stakeholder consultation – parents and any interested were invited to consult on this policy via the school website. *This was closed on 22nd June 2021 – One response was received.*
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. At Exeter, we elect to teach sex education beyond what is included in the science curriculum. This is taught in an age appropriate way.

RSE involves a combination of sharing information, and exploring issues and values. It is not about the promotion of sexual activity.

PSHE includes the RSE content as described above in addition to learning about how to be safe within the community, how to respond in the case of an emergency, financial responsibility, respect for the environment and how to set goals and aspirations for themselves.

5. Curriculum

Our curriculum is set out as per Appendix 1. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

Staff will teach in accordance with this document, however where appropriate, it may be necessary to teach differentiated content above or below the child's year group, depending on the needs of the individual. Where a child asks a question beyond the scope of the school's curriculum, staff will make a professional judgment about how and whether to answer the question to avoid the child searching for answers on the internet.

Our sex education will focus on:

- How a baby is conceived and born
- There are ways of preventing the conception of a baby

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. Some biological aspects of RSE are taught within the science curriculum e.g. puberty, and other aspects are included in religious education (RE). Online Safety is also taught within the Computing Curriculum.

Our PSHE curriculum is broken down into 3 broad areas and it encompasses the statutory content found within the RSE curriculum. These are:

- Emotional health and wellbeing
- Relationships and anti-bullying
- Living in the wider world

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

These areas of learning are taught within the context of family life and healthy relationships 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).

Teaching content will also cover issues relating to **sexual violence and harassment**, again in a developmental and age appropriate way. These issues will initially be explored through feelings of safety, consent (PANTS rule), protective behaviours, online and offline relationships, issues of consent and inappropriate sexual conduct (e.g. sexist or sexual name calling, inappropriate touching etc.). Objectives related to these issues are highlighted in yellow in Appendix 1.

When teaching about puberty, children of both sexes will be provided with an understanding of what happens during this time for the opposite gender.

Our curriculum has been planned with the needs of our pupils and community at the core of the curriculum design. This curriculum will be reviewed and adapted as required to meet emerging or developing needs.

Lesson planning will take account of the individual needs of pupils ensuring that the needs of individual children/groups of children are considered. This includes taking account of the personal circumstances such as family set up or taking into account the needs of children who do not live with their birth parents for example. Staff should be sensitive in their planning and content delivery. This may include talking with the child and their family before a lesson is delivered.

Planning will meet the needs of children with additional needs, including those with special educational needs (SEN) and English as an additional language (EAL) to ensure they are able to access the curriculum that is right for their needs. Teaching should be appropriate to individual needs and build on previous knowledge and understanding. Children should not be withdrawn from PSHE lessons for additional teaching/intervention in other areas.

For more information about our RSE curriculum, see Appendix 1 (Exeter's Curriculum Content) and Appendix 2 (End of Primary School Teaching).

7. Roles and responsibilities

7.1 The governing board

The governing board (AIB) will approve this policy, and hold the Head of School/Executive Principals(s) to account for its implementation.

7.2 The Head of School

The Head of School is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- › Delivering PSHE including RSE in a sensitive way
- › Modelling positive attitudes to PSHE including RSE
- › Assessing and monitoring children's progress

- Responding to the needs of individual pupils through taking into account their individual needs and circumstances when planning the curriculum delivery
- Ensuring that the curriculum meets the needs of all pupils including those with special educational needs
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of PSHE/RSE

Staff do not have the right to opt out of teaching PSHE/RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Senior Leadership Team. This may include situations where a staff member's personal circumstances may cause a barrier to the effective delivery of subject content e.g. it would be insensitive to ask a staff member to teach about bereavement when they have recently experienced this themselves.

The following staff members are responsible for the teaching of RSE/PSHE at Exeter a learning community:

Jennifer Pyper (Class teacher)	Alex Efford (Class teacher)	Kelly McKee (Class teacher & KS1 Lead)
Kim Esslemont (Class teacher)	Becky Letts (Class teacher)	Helen Vorster (Class teacher)
Ashleigh Nelson (Class teacher)	Anna Hull (Class teacher)	Hannah Morris (Class teacher and Assistant Principal)
Lucy Gotch (Class teacher)	Sammie Hamilton (Class teacher)	Tamla Mathew (Class teacher)
Eden Rose (Class teacher)	Emily Richardson (Class teacher)	Sammie Golding (Class teacher and SEN teacher)
Mags Norris (Class teacher)	Ellie Light (SEN Teacher)	Lisa Wilson (Nurture Learning Mentor) / Carole Dickson (Nurture Learning Mentor)
Jo James (Class teacher and Assistant Principal)	Janet Peat (Class teacher)	Tracey Poulter (Class teacher)

7.4 Pupils

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

8. Parents' right to withdraw

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

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within as detailed in section 5.

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

The school will honour this request unless there are 'exceptional circumstances' not to do so.

Pupils who have been withdrawn from the non-statutory/non-science components of sex education will be provided with appropriate and purposeful education during this time.

9. 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 Head of School, Senior Leaders and Subject Leads will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of PSHE including RSE is monitored by Jennifer Doherty, Jacqui Fellows and Lucy Gotch through:

- Typicality/learning walks
- Book looks
- Pupil Voice

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

This policy will be reviewed by Jennifer Doherty, Jacqui Fellows and Lucy Gotch at least annually. At every review, the policy will be approved by AIB/Governing Body.

Appendix 1: Exeter a learning community Curriculum Map

FS2	Throughout the year <ul style="list-style-type: none"> → Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs. → Work and play cooperatively and take turns with others → Be confident to try new activities and show independence, resilience and perseverance in the face of challenge → Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. → Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. → Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. → Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. → Understand some important processes and changes in the natural world around them. → Talk about the lives of the people around them and their roles in society. → Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 					
Y1	Autumn One: Who helps keeps us? <ul style="list-style-type: none"> → I know there are lots of different jobs within my community → I know there are people within my community whose job it is to keep me and other people safe → I know it is not safe to talk to strangers or adults that I do not know – I should tell a trusted adult or go to a safe place if I am unsure or feel unsafe → I know there are lots of adults I can ask for help in school and in my community – they will always listen to me. 	Autumn Two: How do I stay healthy? <ul style="list-style-type: none"> → I know what it means to be healthy and who helps me stay healthy (parents, dentist etc) → I know the importance of hygiene → I can identify that I should take care of myself on a regular basis → I can recognise how medicines can help us stay healthy including vaccinations and immunisations → I can recognise that some people need to take medicine every day to stay healthy → I know how to respond safely to 	Spring One: How do I know what do if I feel uncomfortable in a situation? <ul style="list-style-type: none"> → I know the correct names for the main parts of the body, including genitalia → I can recognise what to do if I feel unsafe or worried and how to ask for support. → I know what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard both online and offline → I know that the parts of our body covered by underwear are private 	Spring Two: How are people similar and difference to me? <ul style="list-style-type: none"> → I can identify the different groups I belong to. → I know now there are different people that love and care for them. → I can identify how families have differences but share common features. → I know that it is important to share any worries with a safe adult. 	Summer One: How do we use money? <ul style="list-style-type: none"> → I know what money is and that we can obtain money in different ways. → I can identify ways of keeping money safe. → I can identify the difference between needs and wants. → I know how to respond safely to adults they don't know both online and offline. → I know what to do if they feel unsafe or worried for themselves or others; and the importance of 	Summer Two: How do we change over time? <ul style="list-style-type: none"> → I understand that people's needs change as they grow older. → I can identify the different groups we belong to → I can recognise that information can stay online and could be copied. I can describe what information I should not put online without

	<ul style="list-style-type: none"> → I can call 999 in an emergency or if there is no adult to help me – I will ask for the right service and tell them my name and what has happen. → I can recognise an emergency situation. → I can choose to represent myself online in different ways and other people can also do the same. 	<p>adults they don't know both online and offline</p> <ul style="list-style-type: none"> → I know what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard both online and offline. → I know who can help them in different places (including online) and situations; how to attract someone's attention or ask for help; what to say. 	<ul style="list-style-type: none"> → I can identify and name feelings and that feelings can change depending on the situation. → I can identify ways that their feelings can impact my behaviour. → I can recognise things they can do to help when they have big feelings. 	<ul style="list-style-type: none"> → I can identify how families have differences but share common features. → I can discuss how am similar or different to others, and what I have in common including online examples e.g. liking different things online, having different preferences around what is shared about them. 	<p>keeping on asking for support until they are heard both online and offline.</p> <ul style="list-style-type: none"> → I know who can help them in different places (including online) and situations; how to attract someone's attention or ask for help; what to say. 	<p>asking a trusted adult first.</p>
<p>Y2</p>	<p>Autumn One: Which adults can I trust and who can help me?</p> <ul style="list-style-type: none"> → I know its ok to say 'no' this is my body and I do not like what you are doing, and I want you to stop. → I can consider when it is appropriate to take a risk and when to say no and seek help. → I can identified common hazards in the home e.g. medicines, drugs and how to keep myself safe. 	<p>Autumn Two: What is a risk?</p> <ul style="list-style-type: none"> → I can identify common hazards in the home e.g. medicines, drugs and how to keep themselves safe. → I can identify which kinds of physical contact are acceptable and comfortable or unacceptable and uncomfortable, and how to respond to each. → I can consider when it is appropriate to take 	<p>Spring One: What do I do in comfortable or an uncomfortable situation?</p> <ul style="list-style-type: none"> → I can identify which kinds of physical contact are acceptable and comfortable or unacceptable and uncomfortable, and how to respond to each. → I can consider when it is appropriate to take a risk and when to say no and seek help. → I know its ok to say 'no' this is my body and I do not like what you are 	<p>Spring Two: How do our feelings change?</p> <ul style="list-style-type: none"> → I can identify and name feelings and that feelings can change depending on the situation. → I can identify ways that their feelings can impact their behaviour. → I can recognise things they can do to help when they have big feelings. 	<p>Summer One: How are we the same and different?</p> <ul style="list-style-type: none"> → I can identify the similarities and differences between people and give some examples of the ways in which people can be similar or different. → I understand and celebrate differences → I can explain how other people may look and act 	<p>Summer Two: How do I see my own strengths?</p> <ul style="list-style-type: none"> → I can recognise that people have different strengths and set themselves goals. → I can identify why it is important to look after money and ways that they can do this. → I can explain how

	<p>→ I can identify which kinds of physical contact are acceptable and comfortable or unacceptable and uncomfortable, and how to respond to each.</p>	<p>a risk and when to say no and seek help.</p> <p>→ I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).</p> <p>→ I know how people behave when they are being friendly and what makes a good friend both online and offline.</p> <p>→ I know how to ask for help if a friendship is making them unhappy both online and offline.</p>	<p>doing, and I want you to stop.</p> <p>→ I can recognise that it's OK to tell if someone is being harmed.</p> <p>→ I can identify and name feelings and that feelings can change depending on the situation.</p> <p>→ I can identify ways that their feelings can impact their behaviour.</p> <p>→ I can recognise things they can do to help when they have big feelings.</p> <p>→ I can explain how other people may look and act differently online and offline. I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</p> <p>→ I can discuss my feelings and views, including their likes and dislikes.</p>	<p>→ I can discuss their feelings and views, including their likes and dislikes.</p> <p>→ I can explain why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable, including online</p> <p>→ I know how to respond if this happens in different situations, including online.</p>	<p>differently online and offline.</p> <p>→ I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</p>	<p>information put online about me can last for a long time.</p> <p>→ I can describe how anyone's online information could be seen by others.</p> <p>→ I know who to talk to if something has been put online without consent or if it is incorrect.</p>
<p>Y3</p>	<p>Autumn One: How do I keep myself online and offline?</p> <p>→ I can give examples of how to be respectful to others online.</p>	<p>Autumn Two: What information should and shouldn't be shared online?</p> <p>→ I can recognise different groups make</p>	<p>Spring One: How do friendships affect our feelings?</p> <p>→ I can identify why friendships are important and ways</p>	<p>Spring Two: how do friendships change?</p> <p>→ I can identify why friendships are important and ways they</p>	<p>Summer One: what is unhealthy and healthy for our bodies?</p> <p>→ I can identify features of a healthy and</p>	<p>Summer Two: what do I do in an emergency?</p> <p>→ I know how to respond to minor first aid</p>

<ul style="list-style-type: none"> → I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. → I can describe how to recognise healthy and unhealthy online behaviours. → I can describe how to respond to situations that make them feel uncomfortable, including online. → I can recognise when it is good or ok to keep a secret and when it is not. → I can tell the difference between good and bad secrets. 	<p>diverse communities; differences should be respected and valued.</p> <ul style="list-style-type: none"> → I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. → I know I should not share anything personal. → I can explain to someone if I feel uncomfortable and I know who to ask if they are unsure about putting something online. 	<p>they can be a good friend.</p> <ul style="list-style-type: none"> → I can identify how to maintain friendships appropriate ways to resolve issues in a friendship. → I can recognise good strategies for dealing with disagreements and arguments with their peers. → I can recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support, including online. → I can describe how to respond to situations that make them feel uncomfortable, including online. 	<p>can be a good friend.</p> <ul style="list-style-type: none"> → I can identify how to maintain friendships appropriate ways to resolve issues in a friendship. → I can recognise good strategies for dealing with disagreements and arguments with their peers. → I can identify the common features of a positive family life within a diverse range of families. → I can explain what to do if a family relationship is making them feel worried or unsafe. → I can describe feelings when disagreements and conflict occur, including online relationships. 	<p>unhealthy diet and the impact of tobacco and alcohol.</p> <ul style="list-style-type: none"> → I can explain how to maintain good dental hygiene. → I can describe the benefits of physical activity and the negative impact of a lack of exercise. → I can describe the impact of poor sleep. → I can describe how to respond to situations that make them feel uncomfortable. → I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. → I can explain the importance of giving and gaining permission before sharing things online. 	<p>and what do to in an emergency.</p> <ul style="list-style-type: none"> → I can recognise risks in their local community and how to keep safe. → I can identify features of a healthy and unhealthy diet and the impact of tobacco and alcohol. → I can give examples of what anyone may or may not be willing to share about themselves online. → I can explain the need to be careful before sharing anything personal. → I know I should not share anything personal. → I can explain who someone can ask if they are unsure about putting
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					something online.	
Y4	Autumn One: Why should I be proud to be me? <ul style="list-style-type: none"> → I can identify my own personal strengths and qualities and identify what makes me a unique individual. → I can develop my self-worth by identifying positive things about myself and reminding myself of them when I need to. → I can identify how to deal with setbacks in a positive way which helps me learn from my mistakes and reframe unhelpful thinking. → I can describe how to respond to situations that make me feel uncomfortable, including online. → I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. → I can explain how content shared online 	Autumn Two: Why do our feelings and emotions changes? <ul style="list-style-type: none"> → I can explain ways to manage difficult emotions, including anger and grief. → I can recognise that our feelings can change, and that we can feel emotions with different intensities. → Identify how to set effective goals and how to respond appropriately to set backs. → I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. → I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. → I can explain how content shared online 	Spring One: What does it mean to be respectful? <ul style="list-style-type: none"> → I can identify respectful behaviour in themselves and others. → I can identify the negative consequences of bullying. → I can recognise the challenges of peer pressure and how to respond to it. → I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. 	Spring Two: What is discrimination? <ul style="list-style-type: none"> → I can explain the difference between rights and responsibilities. → Identify the importance of inclusion and why discrimination is wrong. → I can identify respectful behaviour in themselves and others. → I can identify the negative consequences of bullying. → I can recognise the challenges of peer pressure and how to respond to it. → I can recognise risks and how to manage them beyond the local community. → I can recognise the challenges of peer pressure 	Summer One: What are rights and responsibilities? <ul style="list-style-type: none"> → I can identify how to set effective goals and how to respond appropriately to set backs → I can explain the difference between rights and responsibilities. → I can describe how to respond to situations that make them feel uncomfortable, including online. → I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. 	Summer Two: How can my choices impact others around me? <ul style="list-style-type: none"> → I can explain the ways that my choices can impact the world around them → I can discuss topical issues, sharing my viewpoint and listening to that of others → I can identify my own personal qualities and strengths and how this contribute to their self esteem → I can identify how to set effective goals and how to respond appropriately to set backs. → I can give examples of how to be

	<p>may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.</p>	<p>may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.</p>		<p>and how to respond to it.</p> <ul style="list-style-type: none"> → I know the role played by the police in protecting us from crime. → I can suggest ways to stop bullying, including online. 		<p>respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p> <ul style="list-style-type: none"> → I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.
<p>Y5</p>	<p>Autumn One: How do people's views affect others?</p> <ul style="list-style-type: none"> → I can give examples of technology specific forms of communication (e.g. emojis, memes and GIFs). → I know how someone online differs from knowing someone face-to-face. → I know how to recognise risk in relation to friendships and keeping safe, including online. 	<p>Autumn Two: What is puberty?</p> <ul style="list-style-type: none"> → I can identify my own personal qualities and strengths and how this contribute to my self-esteem. → I know how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety, including online. → I know about some of the physical changes experienced during puberty 	<p>Spring One: What is first aid and how do you respond in an emergency?</p> <ul style="list-style-type: none"> → I can explain how to carry out basic first aid for first aid emergencies, and how and when to seek help from and adult or emergency services. → I can explain how to carry out basic first aid for first aid emergencies, and how and when to seek help from and adult or emergency services. 	<p>Spring Two: what is bullying and how can it be prevented?</p> <ul style="list-style-type: none"> → I can think of the feelings and views of both the bully and victim when thinking about bullying. → I know how to seek help if a friendship is worrying them. → I can identify how to seek help if a friendship is worrying them. 	<p>Summer One: Why do we have to be careful about online friendships and how do I keep myself safe?</p> <ul style="list-style-type: none"> → I can identify differences between online and offline relationships → I know how someone online differs from knowing someone face-to-face → I can identify what information is safe and appropriate to share online. 	<p>Summer Two: What are my aspirations for the future?</p> <ul style="list-style-type: none"> → I know that different jobs require different skills, qualifications and interests. → I can begin to identify their own interests and aspirations for their own career. → I can search for information about an

<ul style="list-style-type: none"> → I can recognise similarities and differences between people, and the importance of respecting differences → I can identify that a range of factors that contribute to identity, including gender and ethnicity → I can identify stereotypes and how to challenge them → I understand that mental health issues can affect anyone at different times in their life. 	<ul style="list-style-type: none"> → I Know about the biological changes that happen to females during puberty → I Know about the biological changes that happen to males during puberty → To know about the importance of personal hygiene during puberty → To respond to questions about puberty 	<ul style="list-style-type: none"> → I can explain how identity online can be copied, modified or altered. → I know how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety, including online. 	<ul style="list-style-type: none"> → I can identify differences between online and offline relationships. → I can identify what information is safe and appropriate to share online. 	<ul style="list-style-type: none"> → I can identify how to seek help if a friendship is worrying them → I know how someone online differs from knowing someone face-to-face. → I know how to recognise risk in relation to friendships and keeping safe, including online. → I know about the types of content (including images) that is safe to share online. → I know ways of seeking and giving consent before images or personal information is shared with friends or family. → I know how to respond if a friendship is making them feel worried, unsafe or uncomfortable, including online → I know how to ask for help or advice and respond to pressure, inappropriate 	<p>individual online summarise the information found.</p> <ul style="list-style-type: none"> → I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.
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					contact or concerns about personal safety, including online.	
Y6	<p>Autumn One: How can we be healthy as we grow?</p> <ul style="list-style-type: none"> → I can recognise the signs of poor mental health and know what to do about this and who to talk to inside and outside of school. → I recognise that some habits are healthy and some are not unhealthy – I know that I can break an unhealthy habit. → I recognise how to lead a healthy lifestyle which includes planning healthy meals, doing exercise, and making healthy choices about how I spend my time. → I recognise that FGM is illegal and goes against human rights and I should tell a trusted adult immediately if I am concerned about myself or someone else. → I can explain how sharing something online may have an impact either 	<p>Autumn Two: What is a healthy relationship and why is it important?</p> <ul style="list-style-type: none"> → I can identify different types of relationship and understand that all healthy relationships are of equal worth. → I recognise the differences between healthy and unhealthy relationships and how they will make me feel → I recognise that marriage is a formal and legal commitment that should be wanted equally by both people and that forcing someone to marry against their will is a crime → I understand the importance of consent within relationships and where they can get help if they need it. → I know it is unacceptable to make comments that make someone feel uncomfortable or touch them against 	<p>Spring One: How will my life change as I grow?</p> <ul style="list-style-type: none"> → I can consider the feelings and views of both the bully and victim when thinking about bullying. → I can identify ways of resisting negative peer pressure. → I can describe the benefits of participating in the community and having positive friendships. → I can identify ways that things in their lives will change as they grow, including their responsibilities and friendships. → I can describe issues online that might make me, or others feel sad, worried, uncomfortable or frightened. → I know and can give examples of how I might get help, both on and offline. → I can explain why I should keep asking until I get the help I need. 	<p>Spring Two: How do I recognise bullying around me online and offline?</p> <ul style="list-style-type: none"> → I can identify ways that things in their lives will change as they grow, including their responsibilities and friendships. → I can identify ways that things in my life will change as they grow, including their responsibilities and friendships. → I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. I can identify a range of ways to report concerns and access support both in school 	<p>Summer One: How do I know what choices to make as I grow and where do find support if needed?</p> <ul style="list-style-type: none"> → I can explain the impact of positive and negative lifestyle choices on the body. → I can explain the difference between illegal and legal drugs. → I can name ways to seek support if they are worried about drug or alcohol misuse. → I can evaluate what they see online to identify reliable and unreliable information. 	<p>Summer Two: What are the changes from Primary school to Secondary school?</p> <ul style="list-style-type: none"> → I can identify the risks and negative consequences associated with knife crime. → I can recognise the ways media and online experiences can have an impact on their own thoughts and actions and those of others. → I can identify similarities and differences between their primary and secondary school. → I can identify positive strategies to help them manage that change. → I can explain the ways in which

	<p>positively or negatively. I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images/nudes), even if they say it is okay, may have an impact for the sharer and others; and who can help.</p>	<p>their will and that such behaviours are never a joke</p> <p>→ I can identify ways that things in my lives will change as they grow, including their responsibilities and friendships.</p> <p>→ I can evaluate what they see online to identify reliable and unreliable information.</p>		<p>and at home about online bullying.</p> <p>→ I can explain how to block abusive users.</p> <p>→ I can suggest ways to stop bullying, including online.</p>		<p>anyone can develop a positive online reputation.</p> <p>→ I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p>
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Appendix 2: By the end of primary school pupils should know

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

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



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

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from 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	