



## Relationships, Health and Sex Education Policy: Primary phase

|   |  |
|---|--|
| <b>Member of Staff Responsible</b>              | Chief executive Officer  |
| <b>Relevant guidance/advice/legal reference</b> | Relationship Education, Relationships, Health and Sex Education (RHSE), published by the DfE, 2019 |
| <b>Approved by</b>                              | Board of Trustees (Section 1) and LGB, Appendix 2  |
| <b>Date of Policy</b>                           | November 2022  |
| <b>Review Cycle</b>                             | 1 year   |
| <b>Date of Next Review</b>                      | November 2023  |
| <b>Website</b>                                  | Yes  |

This policy is divided into two sections.

**The main body of the policy:** This establishes the ethos, standard procedure of consultation for development and the statement of intention of our trust (applying to all schools) with respect to how we approach Relationships, Health and Sex Education. It is approved by the Board of Trustees.

**Appendices 1-3:** Appendices 1 and 3 are approved by the trust. Appendix 2, which represents the detail of the delivery of the curriculum is written by the school and approved by the Local Governing Body.

## 1.1 Statement of intent

Effective Relationship and Health and Sex Education (RHSE) is essential if pupils are to make responsible and well-informed decisions about their lives. We aim to emphasise the importance of relationships and keeping safe (including online safety).

## 1.2 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 RHSE, 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](#).

## 1.3 Aims

- The aims of Relationships and Health and Sex Education (RHSE) at our school are to: Provide a framework in which sensitive discussions can take place
- Give pupils 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
- Respond to the diversity of children's cultures, faiths and family backgrounds.

## 1.4 Statutory requirements

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

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum. In teaching RHSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

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

At Coleham School, we teach RHSE as set out in this policy. See SECTION 2

## **1.5 Policy Development (consultation and approval)**

Given each school has its own relationship with stakeholders, this policy (at trust level) sets out below the consultation process for policy development. It is for the school to oversee and the consultation relates to the information in SECTION 2, which is specific for each school.

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy. The school may decide to hold a meeting, but this is not a statutory requirement.
- Pupil consultation – a school will consult with its pupil population
- Ratification (See **Roles and Responsibilities (1.9)**) - once amendments were made (including those by the local governing body), the policy was approved. The Local Governing Body approve the implementation on of this policy (SECTION 2); the trust Board approve the principles which govern the policy (SECTION 1).

## **1.6 Definition**

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

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

RHSE is not about the promotion of sexual activity.

### **1.6.1 Equal Opportunities**

We value equality of opportunity highly. The RHSE curriculum offers children the opportunity to discuss attitudes and values relating to equality issues and the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

As part of our whole school approach, our RHSE programme fosters gender and LGBTQ+ equality, challenging all forms of discrimination and bullying. We are respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging and fluid.

### **1.6.2 Safeguarding**

Teachers are aware that effective RHSE, which brings an understanding of what is, and what is not, appropriate in a relationship can lead to a disclosure of a child protection issue.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Policy.

## **1.7 Delivery of the RHE programme**

Delivery of our curriculum is set out in Appendix 2. Appendix 3 indicates the knowledge and understanding framework around which the curriculum is built. Although occasional adaptation may be necessary on a short-term basis (and we will not consult on this because it will be an operational, rather than strategic decision). RHSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of Sex Education are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

- We have developed the curriculum to take account of the age, developmental stage, needs and feelings of our pupils. If they ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed. We will endeavour to do this in a way that means our pupils do not need to seek answers online.
- The use of offensive and sexualised language (swear and slang terms, including homophobic language) and behaviour will be addressed with pupils and as appropriate, parents/carers will be involved in accordance with our behaviour policy.
- Pupils' questions will be responded to by staff (teaching and non-teaching staff) as they arise in a straightforward manner. Information will be provided, using correct terminology for body parts and functions, appropriate to the age and maturity of the pupil.

RHSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RH(s)E curriculum, see Appendix 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.

## **1.8 Use of external agencies (if appropriate for our school)**

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.

## **1.9 Roles and responsibilities**

### **1.9.1 Board of Trustees and the local governing body of each school**

The Board of Trustees approves SECTION 1. The Local Governing Body will receive the entire policy (including SECTION 2) and will hold the headteacher to account for its implementation. The LGB will help to influence SECTION 2 through the consultation process and will hold the headteacher to account for the implementation of this policy.

### **1.9.2 The headteacher**

The headteacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RHSE (see section 1.10).

### **1.9.3 Staff**

Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RHSE.

Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RH(s)E are encouraged to discuss this with the headteacher.

All Class Teachers are responsible for teaching RHSE in school.

### **1.9.4 Pupils**

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

### **1.9.5 Parents/carers**

Parents/carers have a key role in offering advice. In doing so, they may wish to refer to the policy and contact the school, in order to support the school in this respect.

### **1.9.6 The role of Health Professionals (if relevant in our school)**

Health professionals who are involved in delivering programmes are expected to work within the schools' RHSE policy and on the instructions of the headteacher. However, when they are in their professional role, such as a school nurse in a consultation with an individual pupil, they should follow their own professional code of conduct.

Health Professionals may:

- Work closely with teachers in supporting RHSE in school (complementing the role of the teacher)
- Help schools work in partnership with parents/carers and make links between the school and other relevant professionals and services such as local GPs, family planning clinics, Genito-Urinary (GU) clinics etc.
- Tell pupils about the health services that are available in the area and help them develop the confidence and skills to make good use of them
- Give pupils confidential support and advice, through services such as the drop- in sessions
- Provide specific and up-to-date knowledge about sexual health and well-being and contraception
- Parents/carers may find it difficult to talk to their children about relationships and sex and therefore they need support in their role, in which case they should actively seek help from the school or other professional agencies (such as their GP).

### **1.10 Parents right to Withdraw**

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

Parents **do** have the right to withdraw their children from the non-statutory/non-science components of sex education within RHSE.

Parents should ask to speak to the PSHE Leader if they have any concerns or wish to discuss withdrawal.

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

We would encourage parents to discuss any concerns at the earliest opportunity. Any such request from a parent/carer to withdraw a pupil should be made in writing to the school. Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative school work will be given to pupils who are withdrawn from sex education.

**Parent Form: Withdrawal from sex education within RHSE**

| 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 | Notes on agreed actions |
|   |                         |

# Coleham Primary School



## Relationships, Health Sex Education

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### Aims

The aims of relationships, Health and Sex Education (RHSE) at our school are to:

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- 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

We aim to emphasise the importance of relationships and keeping safe (including online safety). All sex education will be taught as part of the science curriculum.

### **Policy development**

We follow the 1Decision Relationships, Growing and Changing modules as well as the Shropshire council 'Respect Yourself' scheme of work when teaching RHSE. The 1Decision modules provides videos and lesson content, together with engaging activities which highlight students' progression and gaps in their learning. The 1Decision scheme tracks the attainment of pupils and allows parent/carers to see how their child/ren is progressing in each of the subject areas (Relationships, Growing and Changing). In addition, 1Decision allows pupils assess their learning through 'Student Self-Assessment' tasks.

The Shropshire Respect Yourself Relationship and Sex Education programme provides a comprehensive, spiral, cross phase scheme of work containing lesson plans, resources, assessment and teacher's guidance for year 1-11.

### **Definition**

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

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

RHSE is not about the promotion of sexual activity.

### **Curriculum**

Our RHSE curriculum is set out as per Appendix 2 but we may need to adapt it as and when necessary.

When teaching RHSE, we emphasise the importance of relationships and take a scientific and biological approach when teaching sex education.

For more information about our curriculum, see our curriculum map in Appendix 2.

### **Delivery of RHSE**

RHSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of Sex Education 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 RHSE curriculum, please see below and Appendix 3..

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

### Training

Staff are trained on the delivery of RHSE and it is included in our continuing professional development calendar.

Other visitors from outside the school, such as school nurses or sexual health professionals, may be invited in to provide support and training to staff teaching RHSE.

### Monitoring arrangements

The delivery of RHSE is monitored by PSHE Co-ordinator Pamela Field through:

- Learning walks/lesson observations
- Student and staff discussions
- Optional parental contact

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

## Appendix 2

Coleham Primary School Relationships/Growing and Changing and Staying/Keeping Healthy (RHSE) Progressions Ladder

|   | Year 1 - Kindness   | Year 2 - Honesty  | Year 3 - Co-operation  | Year 4 - Respect  | Year 5 - Perseverance   | Year 6 - Ambition   |
|---|---|---|--|---|---|---|
| By the end of the topic, children should: | <ul style="list-style-type: none"> <li>• understand what we can do to keep healthy</li> <li>• understand why we need to wash our hands</li> <li>• know how germs are spread and how they can affect our health</li> <li>• be able to practise washing your hands</li> <li>• know the differences between healthy and unhealthy choice</li> <li>• understand different types of relationships</li> <li>• understand how to be a good friend</li> <li>• be able to recognise kind and thoughtful behaviours</li> <li>• understand the importance of caring about other people's feelings</li> <li>• be able to see a situation from another person's point of view</li> </ul> | <ul style="list-style-type: none"> <li>• know that food is needed for our bodies to be healthy and to grow</li> <li>• understand that some foods are better for good health than others</li> <li>• be able to list different types of healthy food</li> <li>• understand how to keep yourself and others healthy</li> <li>• know the differences between healthy and unhealthy choices</li> <li>• understand why we need to brush our teeth</li> <li>• be able to practise brushing your teeth</li> <li>• know the differences between healthy and unhealthy choices</li> <li>• be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy</li> <li>• be able to name a range of feelings</li> <li>• understand why we should care about other people's feelings</li> <li>• be able to see and understand bullying behaviours</li> <li>• know how to cope with these bullying behaviours</li> <li>• be able to recognise and name a range of feelings</li> <li>• understand that feelings can be shown without words</li> <li>• be able to see a situation from another person's point of view</li> <li>• understand why it is important to care about other people's feelings</li> </ul> | <ul style="list-style-type: none"> <li>• know, understand, and be able to practise simple safety rules about medicine</li> <li>• understand when it is safe to take medicine</li> <li>• know who we can accept medicine from</li> <li>• understand the differences between healthy and unhealthy choices</li> <li>• understand the difference between appropriate and inappropriate touch</li> <li>• know why it is important to care about other people's feelings</li> <li>• understand personal boundaries</li> <li>• know who and how to ask for help</li> <li>• be able to name human body parts</li> </ul> | <ul style="list-style-type: none"> <li>• explain what is meant by a balanced diet and plan a balanced meal</li> <li>• recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older</li> <li>• understand nutritional information on packaged food and explain what it means</li> <li>• describe different ways to maintain a healthy lifestyle</li> <li>• identify the different types of relationships we can have and describe how these can change as we grow</li> <li>• explain how our families support us and how we can support our families</li> <li>• identify how relationships can be healthy or unhealthy</li> <li>• explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable</li> </ul> | <ul style="list-style-type: none"> <li>• explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc.</li> <li>• describe how smoking can affect your immediate and future health</li> <li>• give reasons why someone might start and continue to smoke</li> <li>• identify and use skills and strategies to resist any pressure to smoke</li> <li>• explain what puberty means</li> <li>• describe the changes that boys and girls may go through during puberty</li> <li>• identify why our bodies go through puberty</li> <li>• develop coping strategies to help with the different stages of puberty</li> <li>• identify who and what can help us during puberty</li> </ul> | <ul style="list-style-type: none"> <li>• identify what is a risky choice</li> <li>• identify the risks associated with alcohol (+ drugs - extension)</li> <li>• describe how alcohol can affect your immediate and future health</li> <li>• develop and recognise skills and strategies to keep safe</li> <li>• explain the terms 'conception' and 'reproduction'</li> <li>• describe the function of the female and male reproductive systems</li> <li>• identify the various ways adults can have a child</li> <li>• explain various different stages of pregnancy</li> <li>• identify the laws around consent</li> </ul> |

|                       |   |   |   |  |  |  |
|-----------------------|---|---|---|--|--|--|
| <b>Key Questions</b>  | <ul style="list-style-type: none"> <li>What does a healthy person look like?</li> <li>What does an unhealthy person look like?</li> <li>How can you stay healthy?</li> <li>When should we wash our hands?</li> <li>Why is important to wash our hands?</li> <li>What are germs? What can they do?</li> <li>What types of relationships are there?</li> <li>How can you show that you care about special people/things?</li> <li>What makes a good friend?</li> <li>What kind of things can friends fall out over or disagree about?</li> </ul> <p>What can we do if we fall out with our friends?</p> | <ul style="list-style-type: none"> <li>What foods keep us healthy?</li> <li>Why do we need food?</li> <li>Why is it important to brush our teeth?</li> <li>How might someone feel if they are being bullied?</li> <li>If you thought someone was being bullied, what could you do?</li> <li>How can you be kind to someone?</li> <li>What kind of things can friends fall out over or disagree about?</li> <li>What can we do if we fall out with our friends?</li> </ul> | <ul style="list-style-type: none"> <li>Why do we take medicine?</li> <li>Who should we take medicine from?</li> <li>What else can make you feel better when you are poorly?</li> <li>What is a vaccination?</li> <li>Can you name the different human body parts?</li> <li>If you know of somebody who is upset about the way someone treats them, what could you do?</li> <li>If you feel uncomfortable in a relationship, who could you talk to?</li> </ul> | <ul style="list-style-type: none"> <li>What different types of food do our bodies need to stay healthy and grow?</li> <li>How can we stay healthy?</li> <li>How can you encourage others to stay healthy?</li> <li>What types of relationships are there?</li> <li>What can make a relationship healthy or unhealthy?</li> <li>What is the difference between secrets and surprises?</li> <li>How could you help someone who feels uncomfortable in a relationship?</li> </ul> | <ul style="list-style-type: none"> <li>What are the risks of smoking?</li> <li>Why do you think people start to smoke?</li> <li>Can you name one ingredient of a cigarette?</li> <li>What could you do if you or someone you know felt pressured to smoke?</li> <li>What does the brain release in order for puberty to begin?</li> <li>What changes do females and males go through during puberty?</li> <li>How long do periods normally last?</li> <li>What coping strategies can help us through puberty?</li> </ul> | <ul style="list-style-type: none"> <li>What affects can alcohol have on your body?</li> <li>If you or anyone you know is struggling with a mental health issue, what could you do?</li> <li>Extension lesson question - what affects can drugs have on your body?</li> <li>Can you name at least three parts of the female reproductive system?</li> <li>Can you name at least three parts of the male reproductive system?</li> <li>What is the legal age of consent to have sex?</li> <li>Can you talk about the different stages of pregnancy?</li> </ul> |
| <b>Key Vocabulary</b> | Healthy<br>Unhealthy<br>Germs<br>Relationship<br>Love, Security<br>Stability<br>Disagree  | Ingredients<br>Energy<br>Repair<br>Vitamins<br>Natural<br>Saturated fat<br>Decay<br>Bullying<br>Mean<br>Describe<br>Teasing<br>Threatening<br>Advice<br>Imagine<br>Anti-bullying  | Medicine<br>Allergies<br>Vaccination<br>Antibodies<br>Research<br>Immune System<br>Doctor<br>Communicate<br>Situation<br>Penis<br>Testicles<br>Vagina<br>Vulva<br>Anus<br>Private parts   | Lifestyle<br>Balanced diet<br>Blood pressure<br>Saturated fat<br>Vital organs<br>Mind map<br>Food chart<br>Carbohydrates<br>Protein<br>Calorie<br>Nervous<br>Scared<br>Inappropriate<br>Connection<br>Civil partnership<br>Marriage  | Nicotine<br>Addictive<br>Illegal<br>Respiratory system<br>Cardiovascular disease<br>Cigarette<br>E-cigarette<br>Tobacco<br>Puberty<br>Hormone<br>Anonymous question<br>Vagina<br>Vulva<br>Ovaries<br>Fallopian tubes<br>Penis<br>Testicles<br>Bladder  | Alcohol<br>Ethanol<br>Fermentation<br>Unit<br>Legal age limit<br>Alcohol poisoning<br>Cannabis<br>Illegal drugs<br>Mental illness<br>Criminal offence<br>Substances<br>Conception<br>Reproduction<br>Consent<br>Conceived<br>Caesarean<br>Foreskin<br>Cervix<br>Womb (uterus)<br>Urethra<br>Fertilised<br>IVF  |

## Appendix 3

### By the end of primary school pupils should know

|                      |  |   |
|----------------------|--|---|
| <b>Relationships</b> | <p><b>Assessment Baseline</b></p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>L4. about the different groups they belong to</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> | <p><b>Bullying</b></p> <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H14. how to recognise what others might be feeling</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H24. how to manage when finding things difficult</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R24. how to listen to other people and play and work cooperatively</p>  |
|                      | <p><b>Friendships</b></p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H24. how to manage when finding things difficult</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p>   | <p><b>Body Language</b></p> <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R24. how to listen to other people and play and work cooperatively</p> |

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| <p><b>Relationships Growing and Changing</b></p> | <p><b>Touch</b><br/> <b>KS1</b><br/> H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it<br/> H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)<br/> R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried<br/> R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online<br/> R11. about how people may feel if they experience hurtful behaviour or bullying<br/> R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult<br/> R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private<br/> R16. about how to respond if physical contact makes them feel uncomfortable or unsafe<br/> R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard<br/> R21. about what is kind and unkind behaviour, and how this can affect others<br/> R22. about how to treat themselves and others with respect; how to be polite and courteous<br/> R25. how to talk about and share their opinions on things that matter to them<br/> <b>KS2</b><br/> H18. about everyday things that affect feelings and the importance of expressing feelings<br/> H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools<br/> R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty<br/> R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice<br/> R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships<br/> R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary<br/> R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);<br/> R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical<br/> R26. about seeking and giving permission (consent) in different situations<br/> R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>   | <p><b>Assessment Baseline</b><br/> H35. about the new opportunities and responsibilities that increasing independence may bring</p>  |
|  | <p><b>Assessment Summative</b><br/> <b>KS1</b><br/> H16. about ways of sharing feelings; a range of words to describe feelings<br/> H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good<br/> H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it<br/> H24. how to manage when finding things difficult<br/> H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely<br/> H33. about the people whose job it is to help keep us safe<br/> R2. to identify the people who love and care for them and what they do to help them feel cared for<br/> R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried<br/> R6. about how people make friends and what makes a good friendship<br/> R9. how to ask for help if a friendship is making them feel unhappy<br/> R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online<br/> R11. about how people may feel if they experience hurtful behaviour or bullying<br/> R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult<br/> R16. about how to respond if physical contact makes them feel uncomfortable or unsafe<br/> R17. about knowing there are situations when they should ask for permission and also when their permission should be sought<br/> R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)<br/> R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard<br/> R21. about what is kind and unkind behaviour, and how this can affect others<br/> R22. about how to treat themselves and others with respect; how to be polite and courteous<br/> <b>KS2</b><br/> H18. about everyday things that affect feelings and the importance of expressing feelings<br/> H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways<br/> H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations<br/> H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools<br/> R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice<br/> R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing<br/> R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships<br/> R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and<br/> R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> | <p><b>Appropriate Touch/Relationships</b><br/> H18. about everyday things that affect feelings and the importance of expressing feelings<br/> H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways<br/> H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations<br/> H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others<br/> H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools<br/> H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)<br/> H27. to recognise their individuality and personal qualities<br/> R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)<br/> R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong<br/> R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others<br/> R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart<br/> R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another<br/> R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability<br/> R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty<br/> R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice<br/> R16. how friendships can change over time, about making new friends and the benefits of having different types of friends<br/> R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);<br/> R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know<br/> R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical<br/> R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret<br/> R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)<br/> R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background<br/> L2. to recognise there are human rights, that are there to protect everyone<br/> L6. about the different groups that make up their community; what living in a community means</p> |
|  | <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour<br/> R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support<br/> R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);<br/> R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical<br/> R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)<br/> R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>   | <p>L8. about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>   |

| TOPIC                                 | PUPILS SHOULD KNOW  |
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| 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>  |
| 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> |

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